DOCUMENT RESUME

ED 137 627 CE 010 941

TITLE Career Education Consulting Package. Pack VI. Handouts and Transparencies.

INSTITUTION Marshall Univ., Huntington, W. Va.; Regional Education Service Agency, Region 5, Parkersburg, W. Va.; West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

PUB DATE 76

NOTE 88p.; Pages H.1.1-H.1.3, containing a teacher's personal story ("Cipher in the Snow"), were copyrighted and therefore removed; They are not included in the pagination; For related documents, see CE 010 936-941

AVAILABLE FROM West Virginia Vocational Curriculum Laboratory, Cedar Lakes, Ripley, West Virginia 25271 (six packages, $10.00)

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.

DESCRIPTORS *Career Education; *Consultants; *Curriculum Development; Elementary Secondary Education; *Program Planning; Resource Materials; *Workshops

ABSTRACT

This package of handouts and transparencies is one of a set of six packages of consultants' materials developed to serve as a guide for consulting staff presenting career education workshops in the following areas: Counselors, primary K-3, junior and senior high, intermediate, and administrators. The 17 handouts and 3 transparencies are to be coordinated with workshop activities in the other packages. Major topics covered in the handouts are "Straight Answers on Career Education" (by Kenneth Hoyt), "Thinking of Bringing Career Education to Your School System," and "Career Education--Where Are We Going?" Other materials briefly present local experiences and activities in various States. (TA)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

HANDOUTS

1. Cipher In The Snow
2. Straight Answers On Career Education
3. Thinking Of Bringing Career Education To Your School System
4. Occupational Clusters (Specific Subject Areas)
5. "I May Be Educated Beyond My Intelligence"
6. "I Taught Them All"
7. Comprehensive Career Education For Grades K-14 In Lincoln County, West Virginia
8. Community Resource Questionnaire
9. "Career Education — Where Are We Going?"
10. Career Education Today
11. Educational Goals for West Virginia
12. Fallout Shelter
13. NASA Lost On Moon Exercise
14. Work Values Game
15. Professor's Performance Scale
16. Doodle Sheets
17. Summary Research Information On Career Education

TRANSPARENCIES

1. Career Education's Place In Education
2. Comprehensive Career Education For Grades K-14 In Lincoln County, West Virginia
3. Analysis Of Lincoln County Study

Straight Answers on Career Education

KENNETH B. HOYT
Associate Commissioner for Career Education, United States Office of Education, Washington, DC.

What is career education?
In a generic sense, career education consists of all the activities and experiences through which individuals prepare themselves for and engage in work—paid or unpaid—during their lives. As a response to a call for educational reform, career education seeks to make *preparation for work* both a prominent and a permanent goal of American education at all levels. By doing so, it hopes to make work—paid or unpaid—possible, meaningful, and satisfying for each individual.

How does career education differ from vocational education?
1. Career education includes career awareness, exploration, decision making, preparation, entry, and advancement. Vocational education has only one of these components—career preparation—as its main thrust.
2. Career education is for *all* persons, whereas vocational education, as it now exists, concentrates primarily on people seeking vocational-technical education below the baccalaureate degree level.
3. Career education emphasizes both paid and unpaid work in the lives of individuals, whereas vocational education emphasizes preparation for work in the world of paid employment.

Why was the launching of career education considered necessary?
First, for the last several years, people have been demanding that the formal educational system change in ways that will enable students, when they leave the educational system, to be more successful in finding and engaging in satisfying, worthwhile work. Second, the meaningfulness of work in the life-styles of Americans is declining, and this has serious consequences for productivity.

What are the characteristics of a good career education program?
First, the program involves all students at all educational levels. Second, it is coordinated to reflect what is known about career development. Third, it is collaborative, both in terms of relationships existing within the educational system and in terms of relationships involving the educational system and all other phases of business and society. Finally, it is learner-centered in goals, basic methodology, and evaluation.

Should career education be taught as a separate subject?
No. It should be viewed as an additional way of motivating students to learn and as an alternative classroom methodology for teacher use.

Is career education necessary at the elementary level?
Yes. Work values as part of one's personal value system cannot be ignored during the elementary school years. To ignore the teaching of good work habits until secondary school would be disastrous for many students. Real-

izing the crucial importance of basic academic skills in the world of work should motivate elementary school students to learn such basic skills better.

Is career education just an approach to a good teaching technique?

No. As an ingredient in the teaching-learning process, a good teaching technique represents only one component of a comprehensive career education program. To emphasize the use of career education only as a teaching technique is to disregard its collaborative nature. When education as preparation for work truly becomes a prominent and a permanent goal of all American education, the term *career education* can be dropped. I believe that day is years away.

What about the arts and humanities in career education?

They are crucially important for two reasons. First, they are, for many persons, a part of the world of paid employment and so must be included as career options for students. Second, the dehumanizing nature of many jobs in today's world of paid employment makes it vital that persons be able to use the arts and humanities for some of the work they choose to do in their leisure time.

How can teachers get career education started in their school?

Getting started involves (a) clear knowledge of the subject matter they are trying to teach, (b) a list of basic career education concepts from which they can select, (c) knowledge of available community resources, and (d) ingenuity and creativity. When teachers are armed with these things, career education offers them a means of using their abilities in ways that help students learn more through utilizing a variety of resources in addition to the usual textbook and curriculum guide.

Of course, it is better if the entire school is involved in the career education effort. But if individual teachers wait for that to happen, they may never begin.

Is career education just another educational fad?

No. The call for career education, which has come from parents, students, and the general public, will not go away until it has been answered. Since educators were not the ones who issued the call, they cannot make it go away except through actions responding to the call.

Is career education growing?

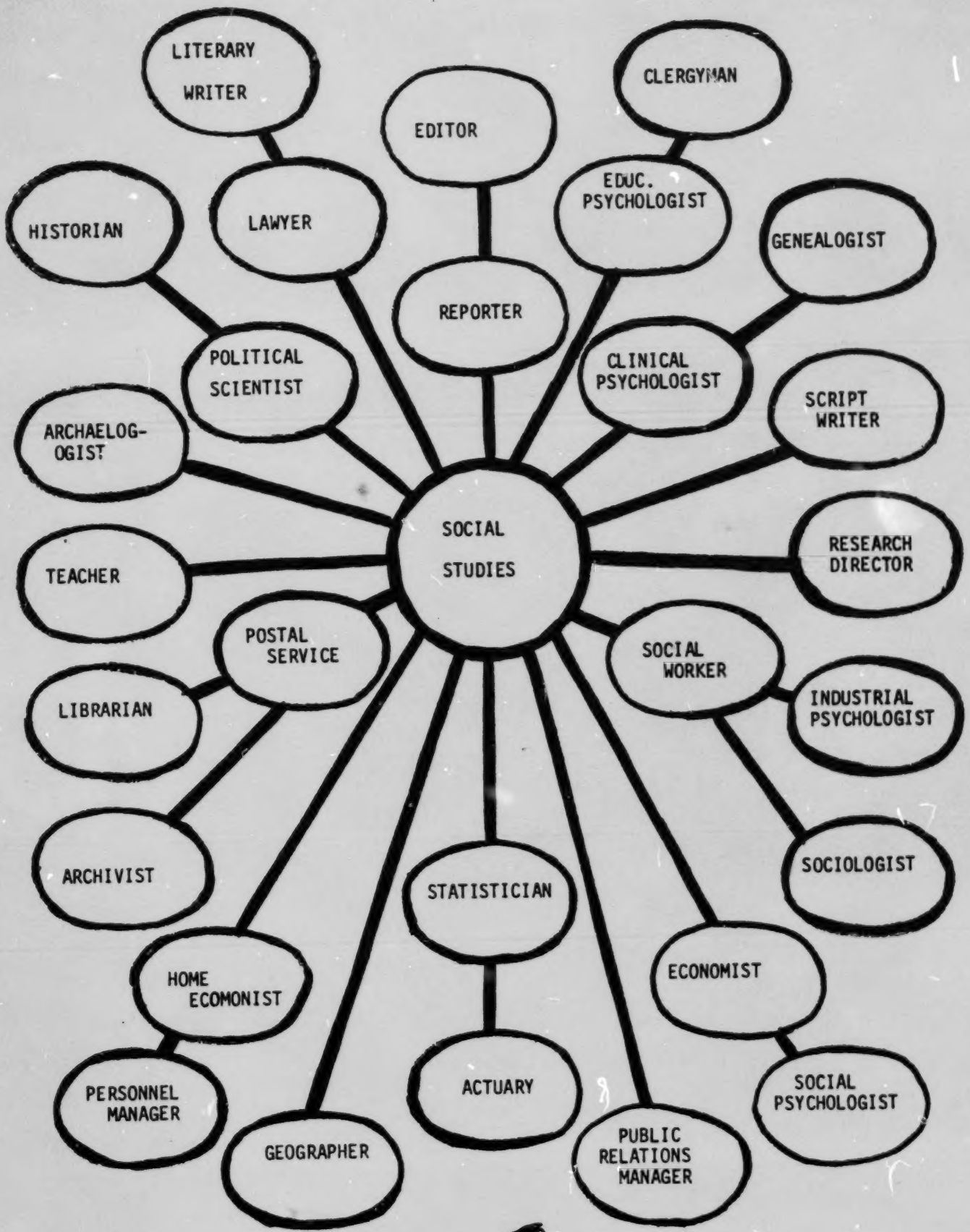
Yes. Approximately 5,000 of the 17,000 school districts in the United States have begun some career education activities.

That seems to me to represent fantastic growth when one considers that (a) the term *career education* wasn't coined until a little over three years ago; (b) only about 250 federally funded career education programs have existed in local school districts; and (c) no federal career education law existed prior to 1974 and, even now, no specific career education funds have been available from USOE.

In my opinion, one of career education's current problems is that because it has grown too fast the quantity of our efforts has far exceeded their quality.

What about the costs of career education to the school? Where will the money come from?

Over 90 percent of the costs of education involve either buildings and equipment or staff salaries. Since, in career education, we are asking for neither new buildings nor greatly increased staff personnel, we aren't anticipating the need for large amounts of money. I hope the costs of career education will continue to come mostly from local


LITERARY WRITER
CLERGYMAN
EDITOR
EDUC. PSYCHOLOGIST
HISTORIAN
LAWYER
GENEALOGIST
REPORTER
POLITICAL SCIENTIST
CLINICAL PSYCHOLOGIST
SCRIPT WRITER
ARCHAELOG-OGIST
SOCIAL STUDIES
RESEARCH DIRECTOR
TEACHER
POSTAL SERVICE
SOCIAL WORKER
INDUSTRIAL PSYCHOLOGIST
LIBRARIAN
ARCHIVIST
STATISTICIAN
SOCIOLOGIST
HOME ECOMONIST
ECONOMIST
PERSONNEL MANAGER
ACTUARY
SOCIAL PSYCHOLOGIST
GEOGRAPHER
PUBLIC RELATIONS MANAGER

and state funds, not from federal.

If such a program is launched, won't classroom teachers need in-service education?

In-service education represents, in my opinion, the largest single cost required for effective career education. My feeling is that *all* teachers should be exposed to initial in-service training in career education to acquaint them with its basic nature, goals, and methodology. The most important kind of in-service education comes when teachers try to infuse career education in the teaching-learning process. Only teachers who volunteer to undergo this form of in-service education should be involved.

What about preservice education?

It will be essential to the long-run success of career education. Michigan, Louisiana, Washington, and Arizona have made good initial efforts to infuse career education into preservice teacher education programs. To me, important as preservice education is to career education, it represents a lower priority than in-service education at the present time.

Ideally, preservice and in-service career education should be going on simultaneously. We must realize, however, that the primary expertise in career education is now in our local schools, not in teacher-education institutions. Teacher educators have much to learn from leading career education practitioners if they are to infuse career education concepts into preservice teacher education programs. Many teacher educators are beginning to do so now.

How do students, teachers, and the public react to career education?

Reactions seem to be positive and enthusiastic. For example, in *Attitudes Toward Career Education*, published by Policy Studies in Education, New York City, 73 percent of the parents surveyed agreed that students should be told about jobs and job requirements during the study of every subject in every grade. And in the fifth Gallup Poll of Public Attitudes Toward Education, 90 percent of those polled said public schools should give more emphasis to a study of trades, professions, and businesses to help students decide on their careers. Many teachers tell me that using a career education approach has made teaching exciting and meaningful for them. I have also heard favorable comments from hundreds of equally enthusiastic students.

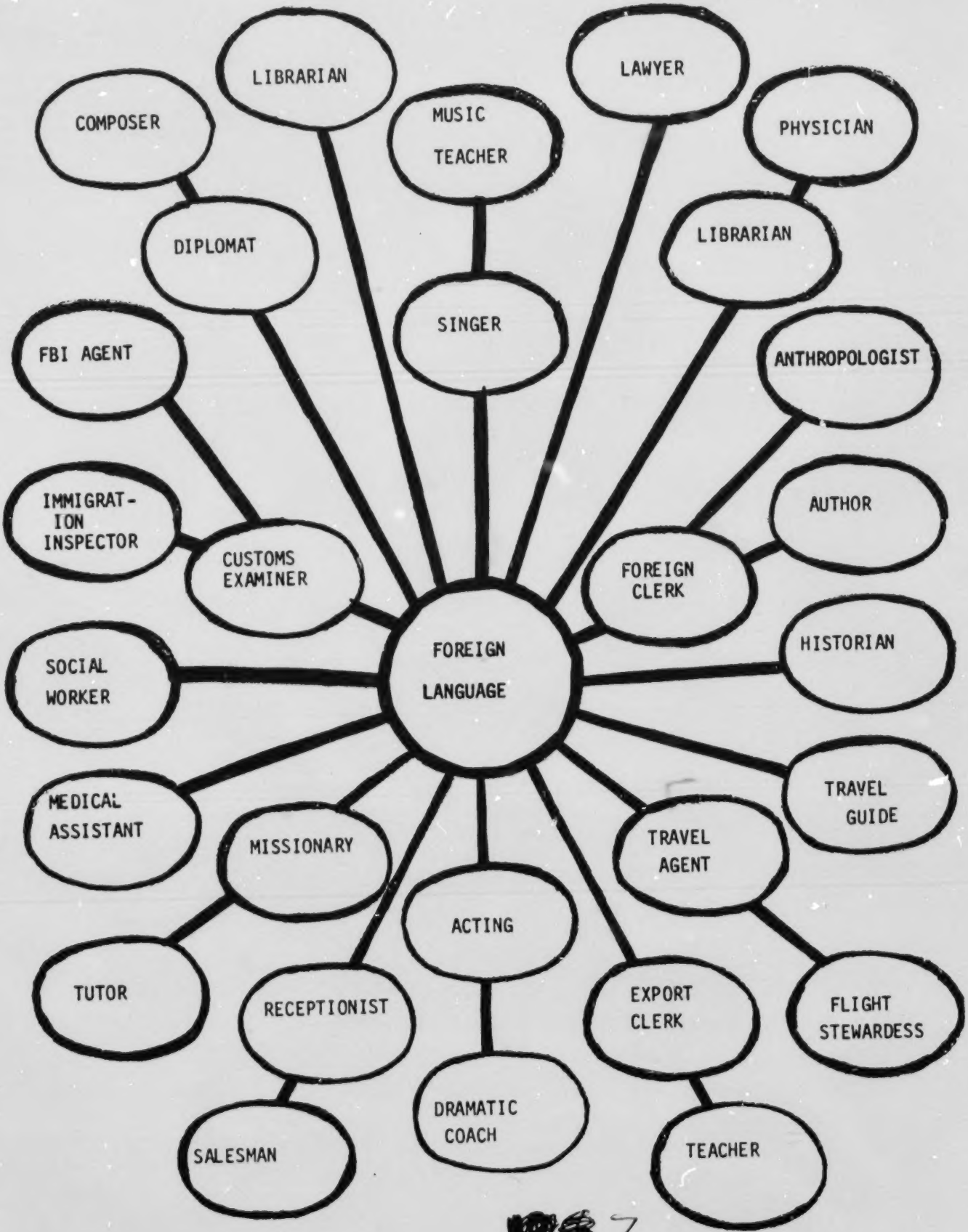
What do you foresee as the future of career education?

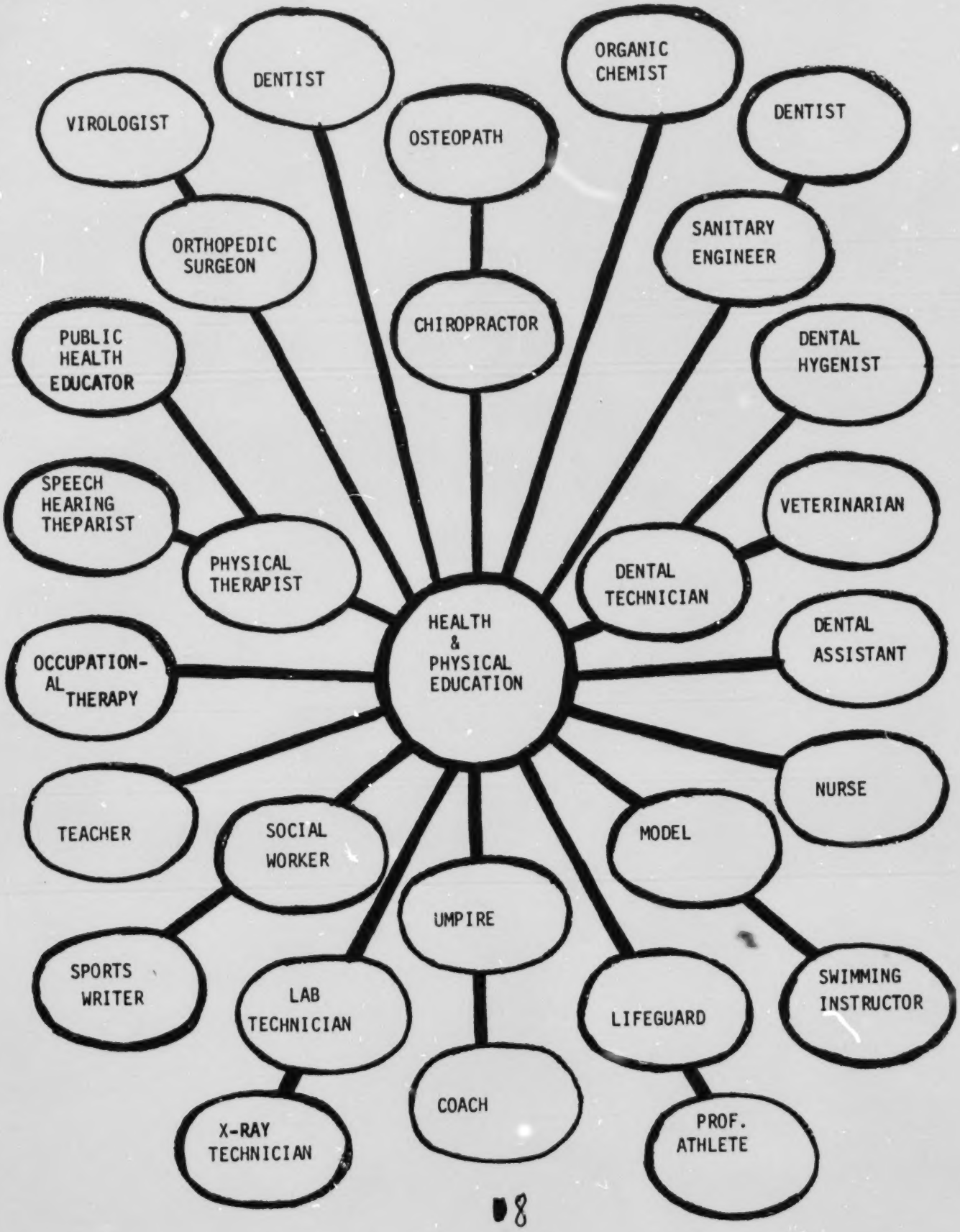
Its future depends first, and foremost, on how effectively it is now implemented.

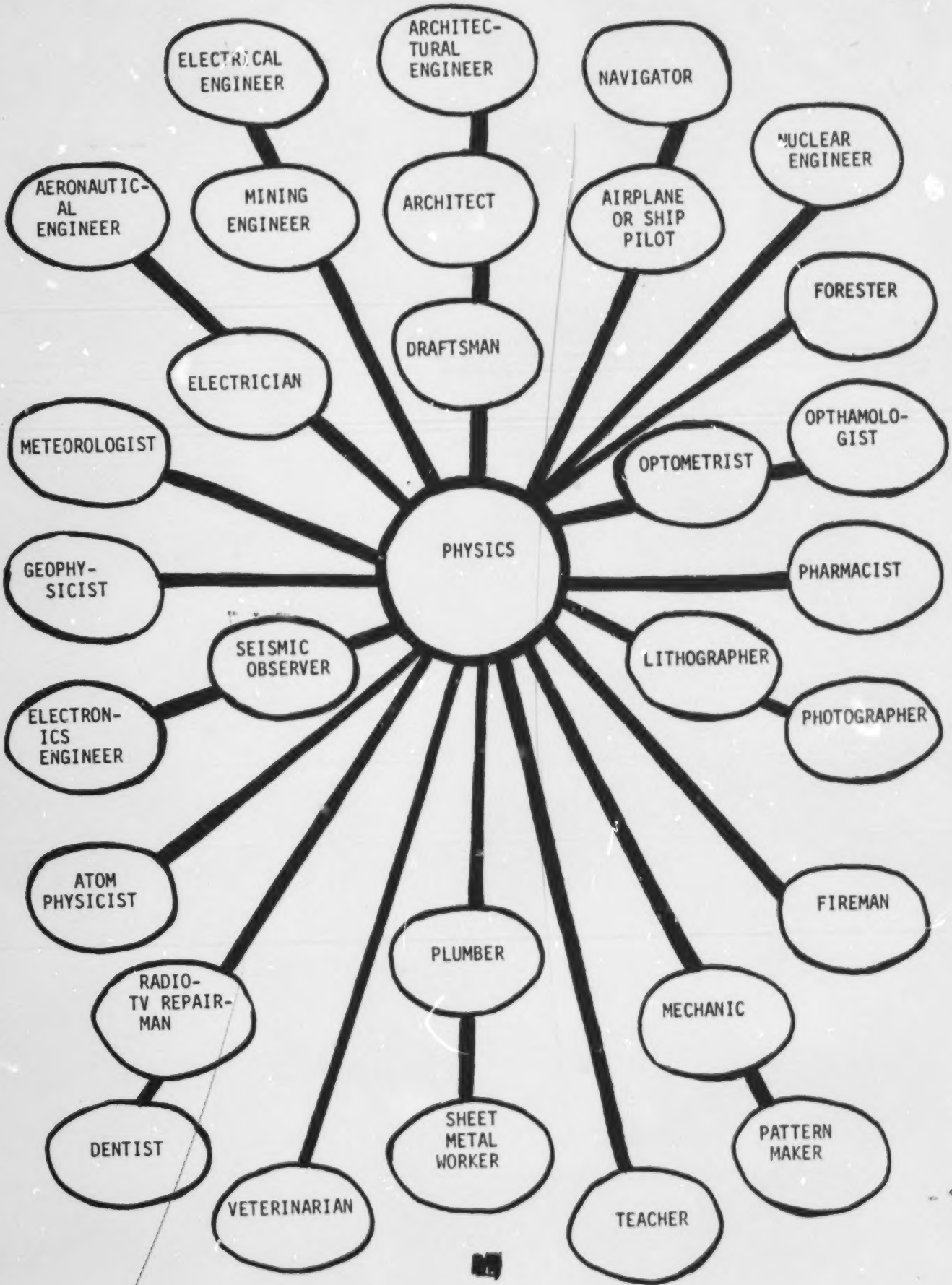
It will continue to grow and flourish for many years if we can: (a) keep its focus on education as preparation for work, (b) continue to emphasize its collaborative nature, (c) maintain an adequate level of funding, (d) recognize that we can *all* be involved in the action, (e) concentrate on how much help students receive rather than on who received the credit for helping, and (f) devote conscientious efforts toward evaluating the effectiveness of career education for *all* persons at *all* levels of education in *all* kinds of educational settings.

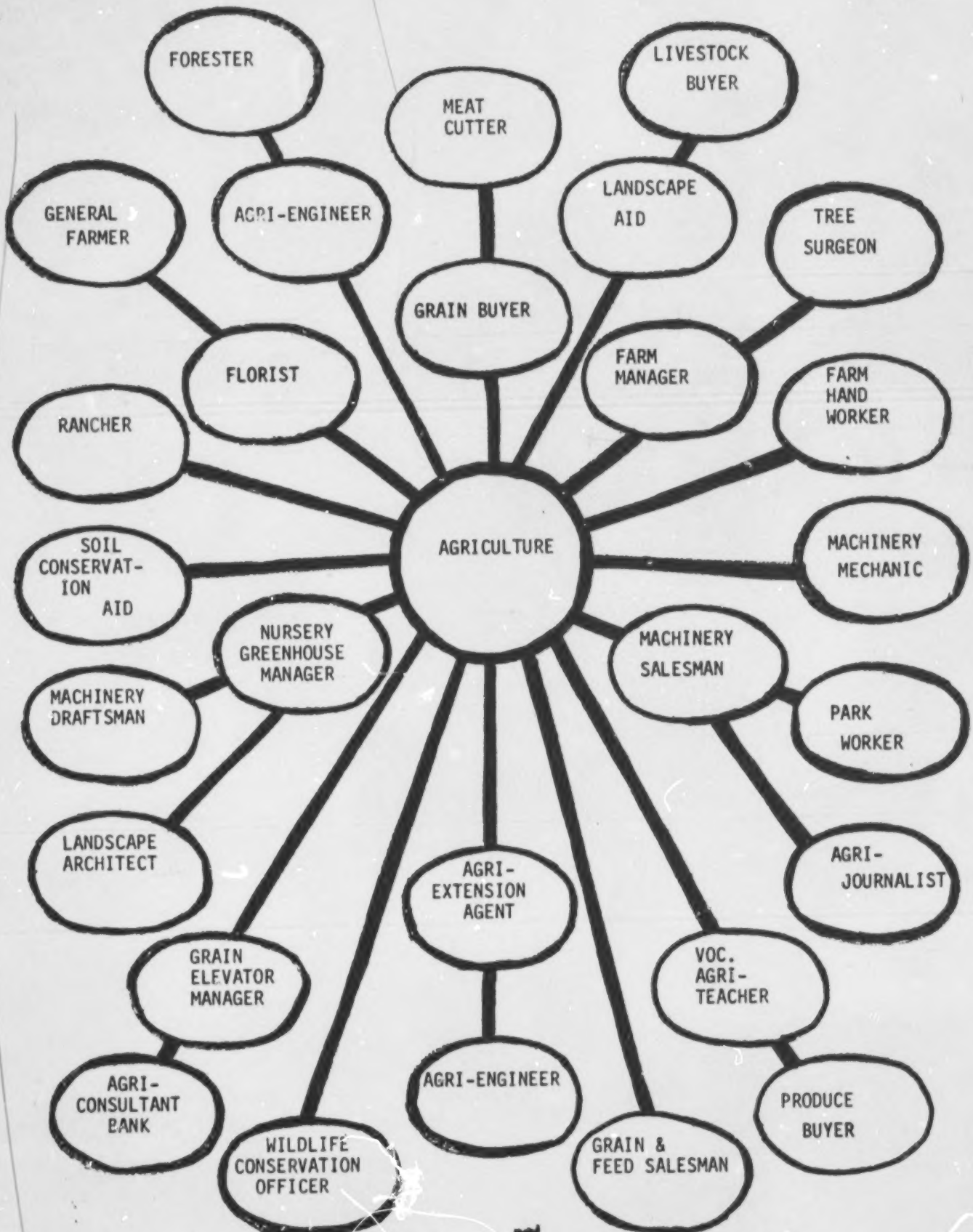
If we fail in any of these tasks, career education could and should disappear in a relatively few years. The key to the future of career education is the teacher, for the classroom is where all of these things either come together or fall apart. □

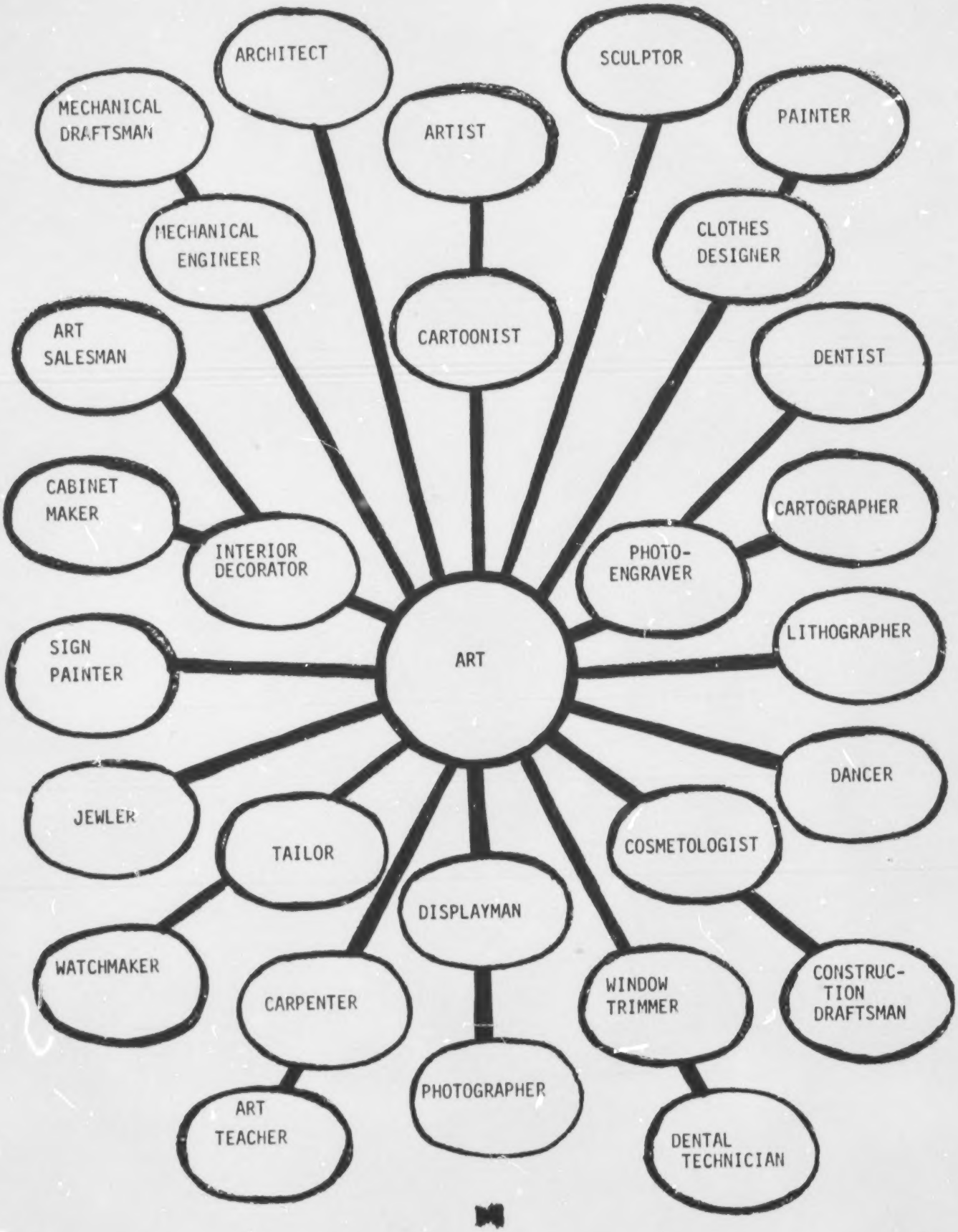
For information on specific career education programs, write to Dr. Kenneth B. Hoyt, Associate Commissioner for Career Education, U.S. Office of Education, Washington, DC 20202.

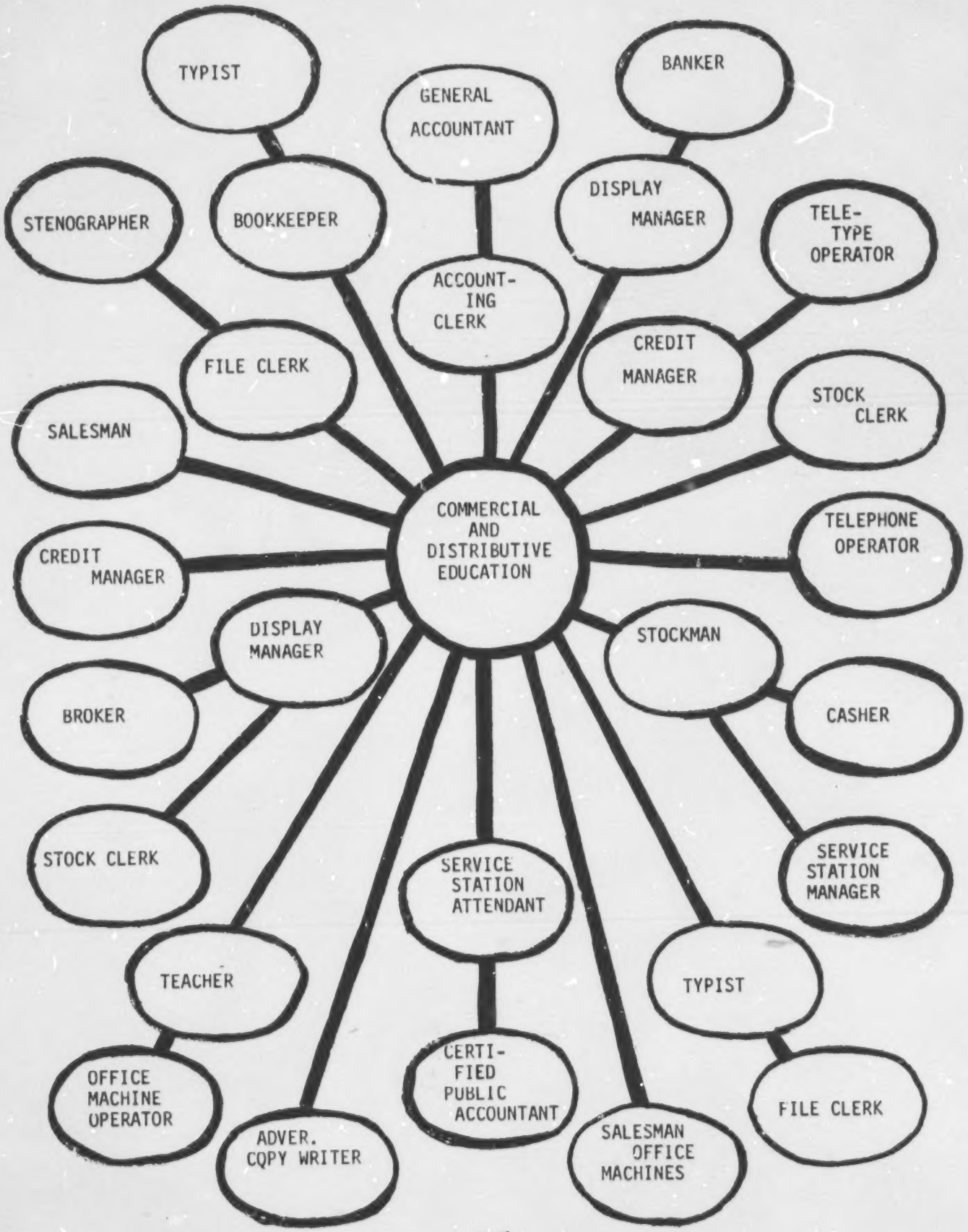

FOREIGN LANGUAGE
LIBRARIAN
LAWYER
COMPOSER
MUSIC TEACHER
PHYSICIAN
DIPLOMAT
LIBRARIAN
SINGER
FBI AGENT
ANTHROPOLOGIST
IMMIGRAT-ION INSPECTOR
AUTHOR
CUSTOMS EXAMINER
FOREIGN CLERK
SOCIAL WORKER
HISTORIAN
MEDICAL ASSISTANT
TRAVEL GUIDE
MISSIONARY
TRAVEL AGENT
ACTING
TUTOR
RECEPTIONIST
EXPORT CLERK
FLIGHT STEWARDESS
DRAMATIC COACH
SALESMAN
TEACHER

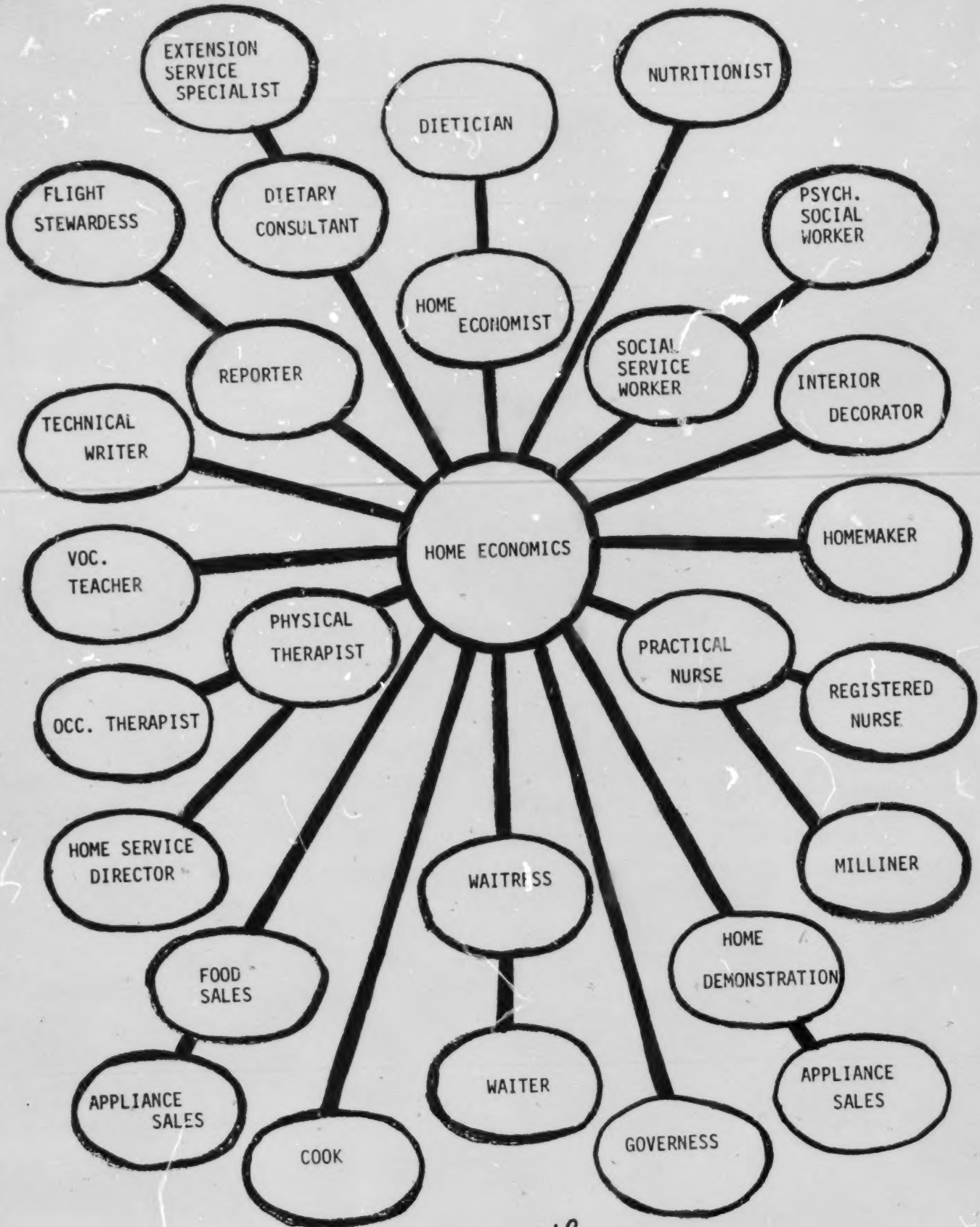

HEALTH & PHYSICAL EDUCATION
DENTIST
VIROLOGIST
OSTEOPATH
ORGANIC CHEMIST
DENTIST
ORTHOPEDIC SURGEON
SANITARY ENGINEER
CHIROPRACTOR
PUBLIC HEALTH EDUCATOR
DENTAL HYGENIST
SPEECH HEARING THEPARIST
VETERINARIAN
PHYSICAL THERAPIST
DENTAL TECHNICIAN
OCCUPATION-AL THERAPY
DENTAL ASSISTANT
NURSE
TEACHER
SOCIAL WORKER
MODEL
UMPIRE
SPORTS WRITER
LAB TECHNICIAN
LIFEGUARD
SWIMMING INSTRUCTOR
COACH
X-RAY TECHNICIAN
PROF. ATHLETE

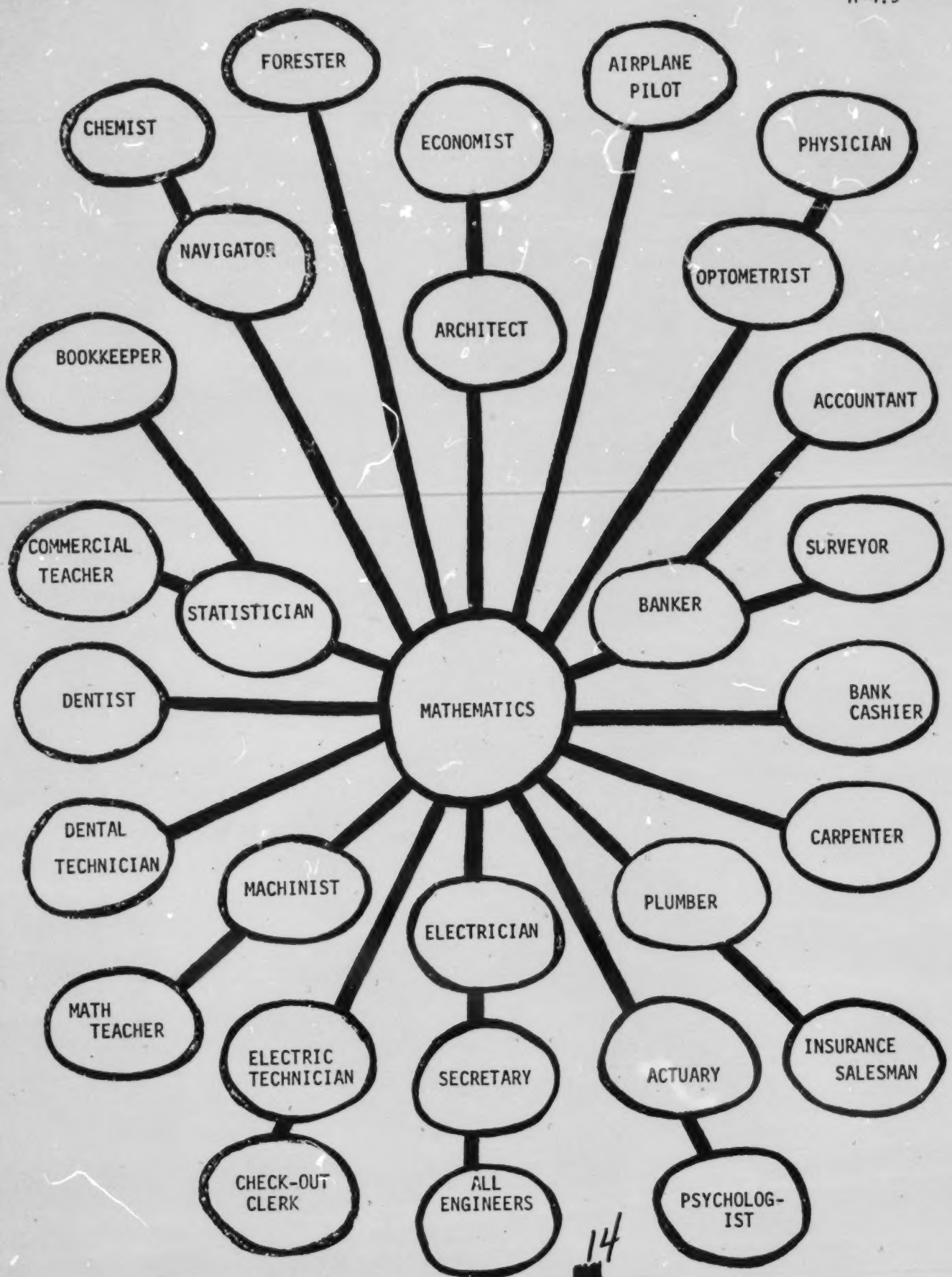

ELECTRICAL ENGINEER
ARCHITECTURAL ENGINEER
NAVIGATOR
NUCLEAR ENGINEER
AERONAUTICAL ENGINEER
MINING ENGINEER
ARCHITECT
AIRPLANE OR SHIP PILOT
FORESTER
DRAFTSMAN
ELECTRICIAN
OPTHAMOLOGIST
METEOROLOGIST
OPTOMETRIST
PHYSICS
GEOPHYSICIST
PHARMACIST
SEISMIC OBSERVER
LITHOGRAPHER
ELECTRONICS ENGINEER
PHOTOGRAPHER
ATOM PHYSICIST
FIREMAN
PLUMBER
RADIO-TV REPAIRMAN
MECHANIC
DENTIST
SHEET METAL WORKER
PATTERN MAKER
VETERINARIAN
TEACHER

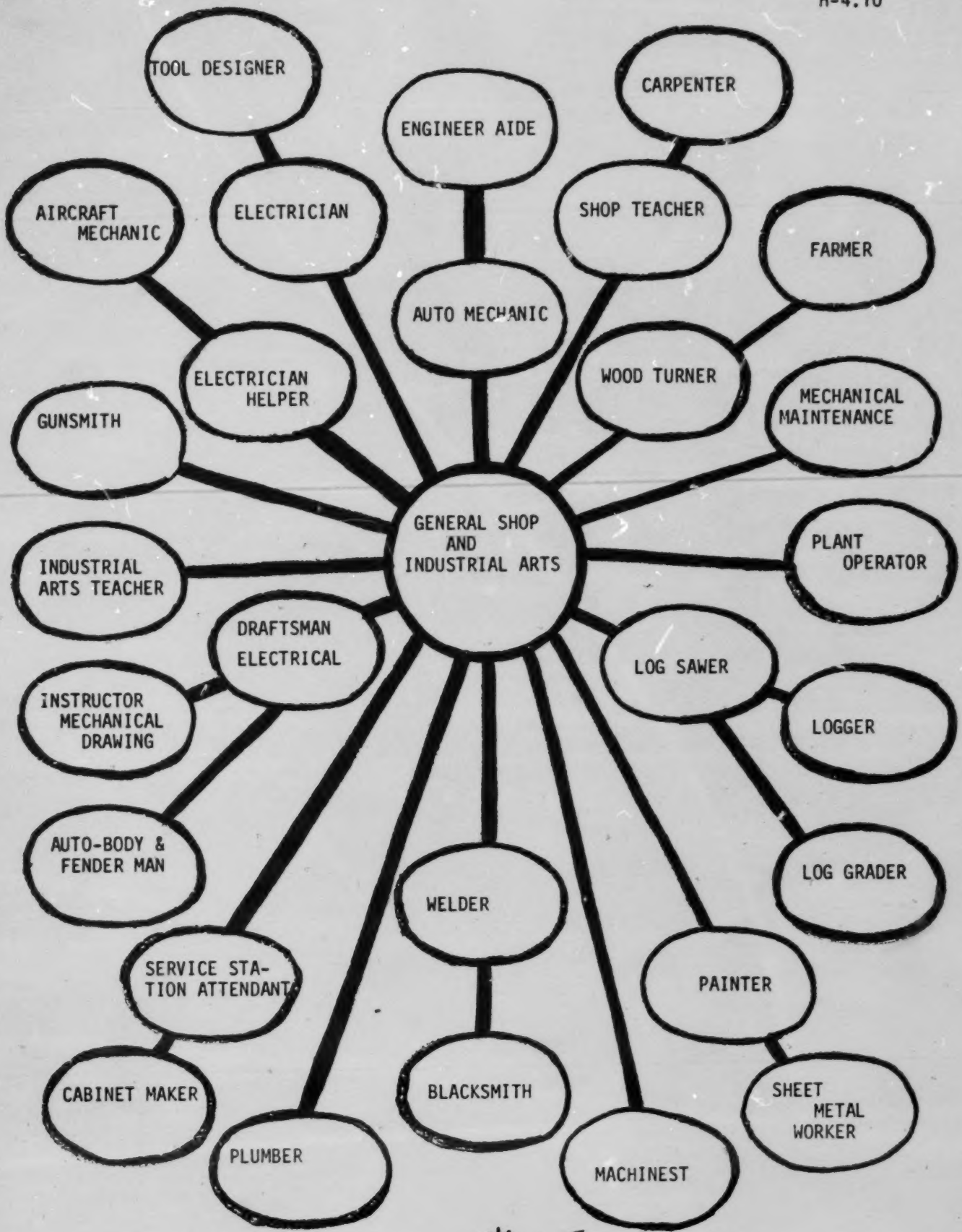

AGRICULTURE
FORESTER
GENERAL FARMER
AGRI-ENGINEER
FLORIST
RANCHER
SOIL CONSERVATION AID
NURSERY GREENHOUSE MANAGER
MACHINERY DRAFTSMAN
LANDSCAPE ARCHITECT
GRAIN ELEVATOR MANAGER
AGRI-CONSULTANT BANK
WILDLIFE CONSERVATION OFFICER
MEAT CUTTER
GRAIN BUYER
AGRI-EXTENSION AGENT
AGRI-ENGINEER
LIVESTOCK BUYER
LANDSCAPE AID
TREE SURGEON
FARM MANAGER
FARM HAND WORKER
MACHINERY MECHANIC
MACHINERY SALESMAN
PARK WORKER
AGRI-JOURNALIST
VOC. AGRI-TEACHER
PRODUCE BUYER
GRAIN & FEED SALESMAN

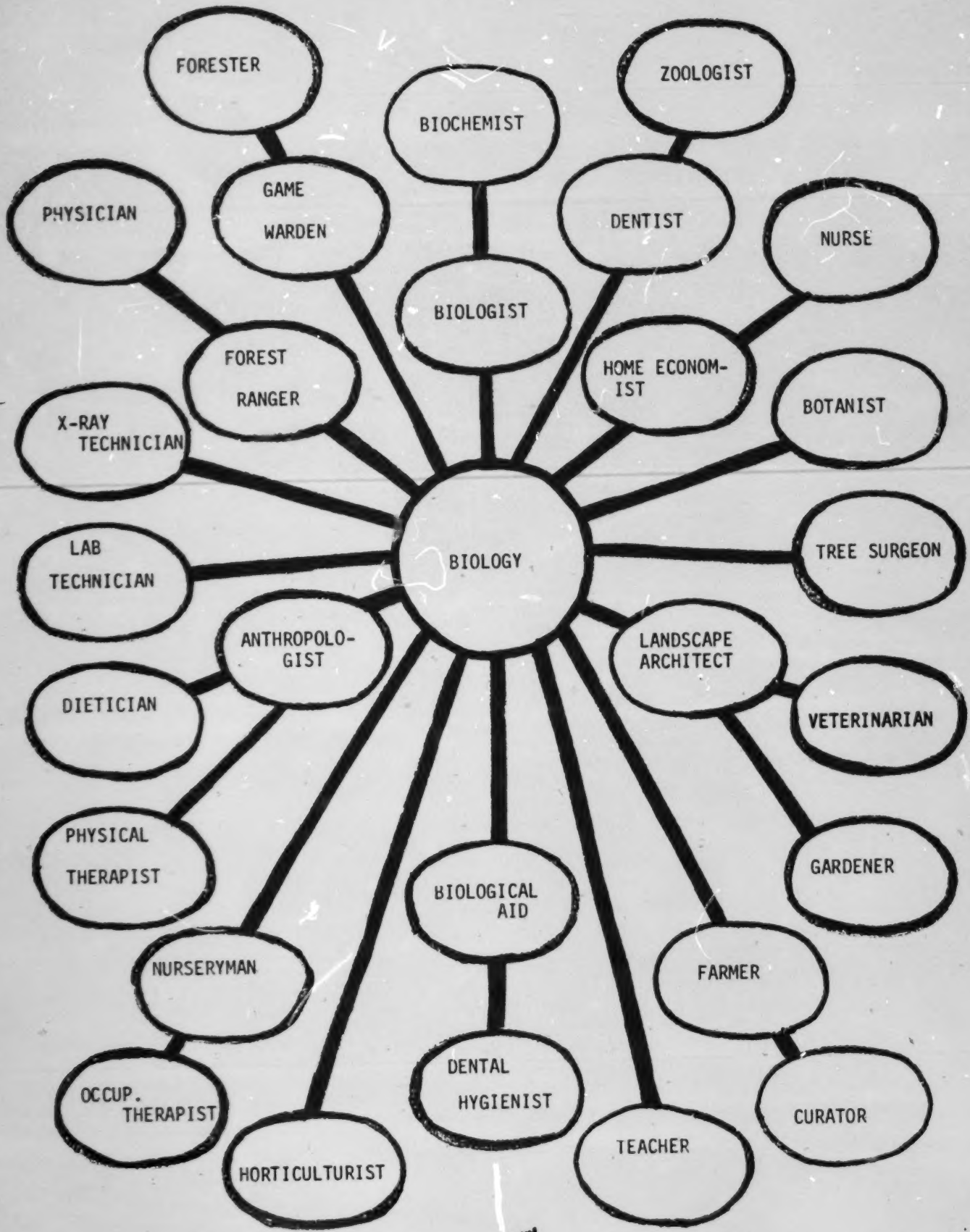

ART
ARCHITECT
ARTIST
SCULPTOR
PAINTER
MECHANICAL DRAFTSMAN
MECHANICAL ENGINEER
CLOTHES DESIGNER
CARTOONIST
ART SALESMAN
DENTIST
CABINET MAKER
INTERIOR DECORATOR
CARTOGRAPHER
PHOTO-ENGRAVER
SIGN PAINTER
LITHOGRAPHER
DANCER
JEWLER
TAILOR
COSMETOLOGIST
DISPLAYMAN
WATCHMAKER
CARPENTER
WINDOW TRIMMER
CONSTRUC-TION DRAFTSMAN
PHOTOGRAPHER
ART TEACHER
DENTAL TECHNICIAN

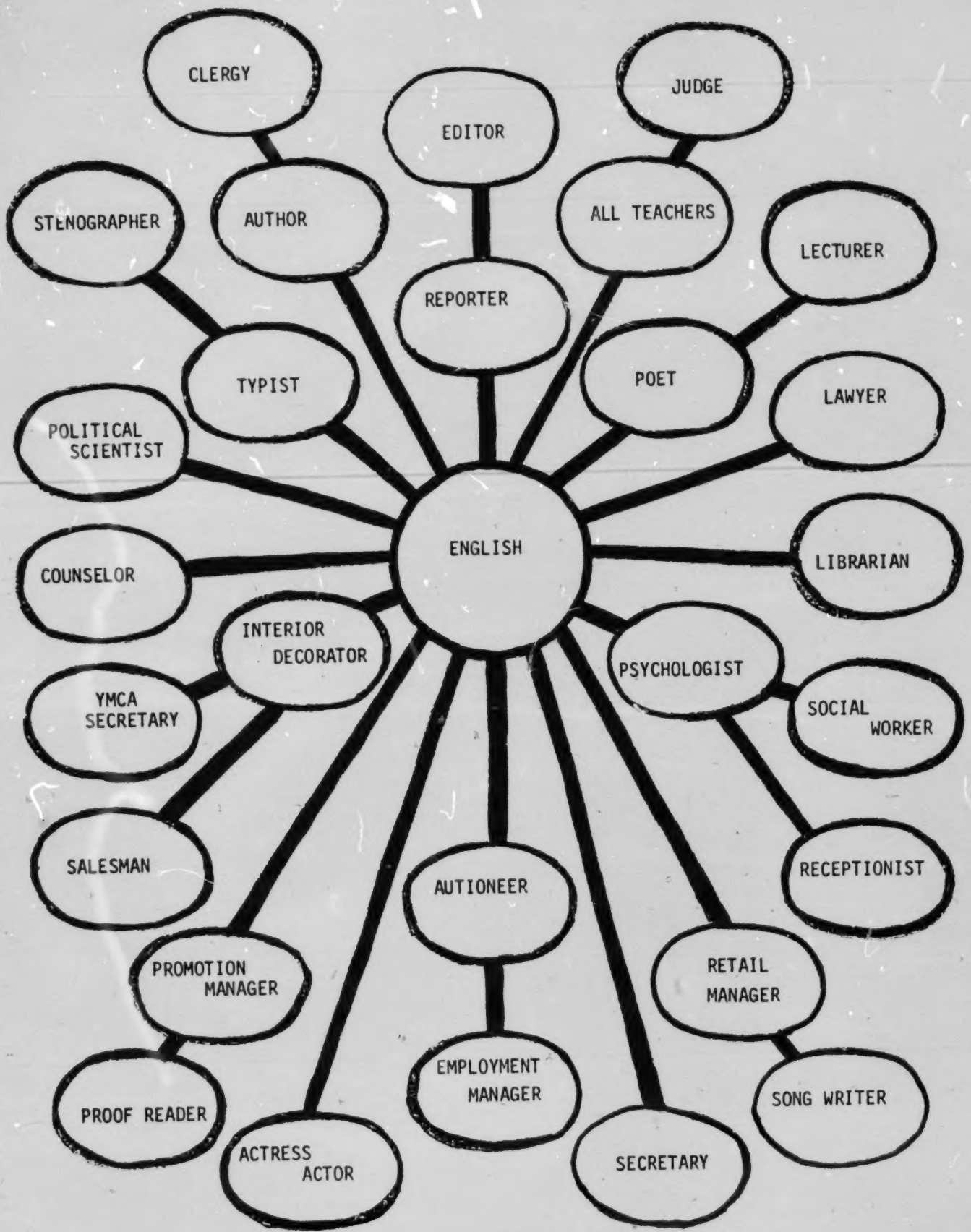

COMMERCIAL AND DISTRIBUTIVE EDUCATION
TYPIST
BOOKKEEPER
STENOGRAPHER
FILE CLERK
SALESMAN
CREDIT MANAGER
DISPLAY MANAGER
BROKER
STOCK CLERK
TEACHER
OFFICE MACHINE OPERATOR
ADVER. COPY WRITER
GENERAL ACCOUNTANT
ACCOUNTING CLERK
SERVICE STATION ATTENDANT
CERTIFIED PUBLIC ACCOUNTANT
BANKER
DISPLAY MANAGER
TELE-TYPE OPERATOR
CREDIT MANAGER
STOCK CLERK
TELEPHONE OPERATOR
STOCKMAN
CASHER
SERVICE STATION MANAGER
TYPIST
FILE CLERK
SALESMAN OFFICE MACHINES

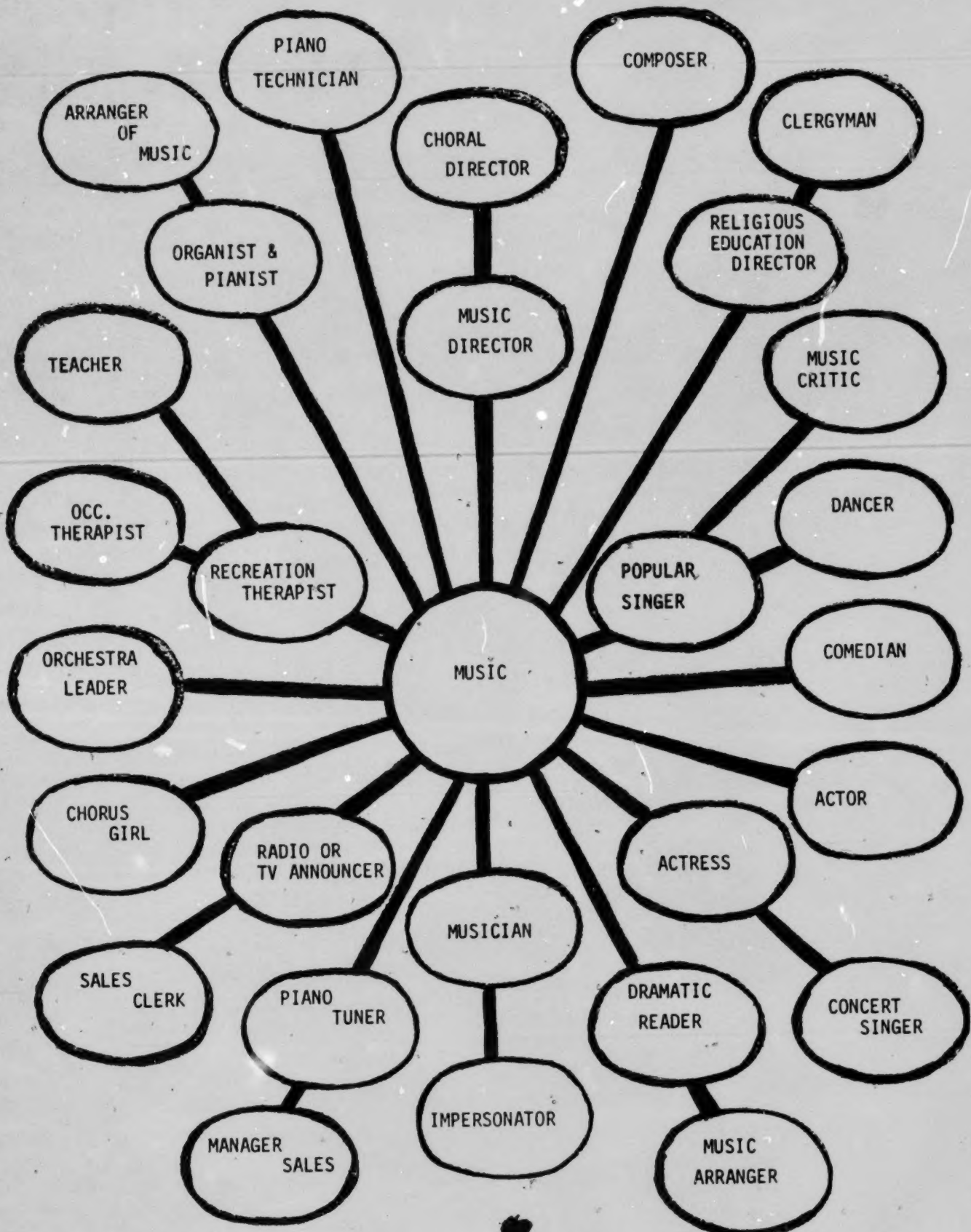

HOME ECONOMICS
EXTENSION SERVICE SPECIALIST
DIETICIAN
NUTRITIONIST
FLIGHT STEWARDESS
DIETARY CONSULTANT
PSYCH. SOCIAL WORKER
HOME ECONOMIST
REPORTER
SOCIAL SERVICE WORKER
INTERIOR DECORATOR
TECHNICAL WRITER
VOC. TEACHER
HOMEMAKER
PHYSICAL THERAPIST
PRACTICAL NURSE
OCC. THERAPIST
REGISTERED NURSE
HOME SERVICE DIRECTOR
MILLINER
WAITRESS
FOOD SALES
HOME DEMONSTRATION
APPLIANCE SALES
WAITER
APPLIANCE SALES
COOK
GOVERNESS

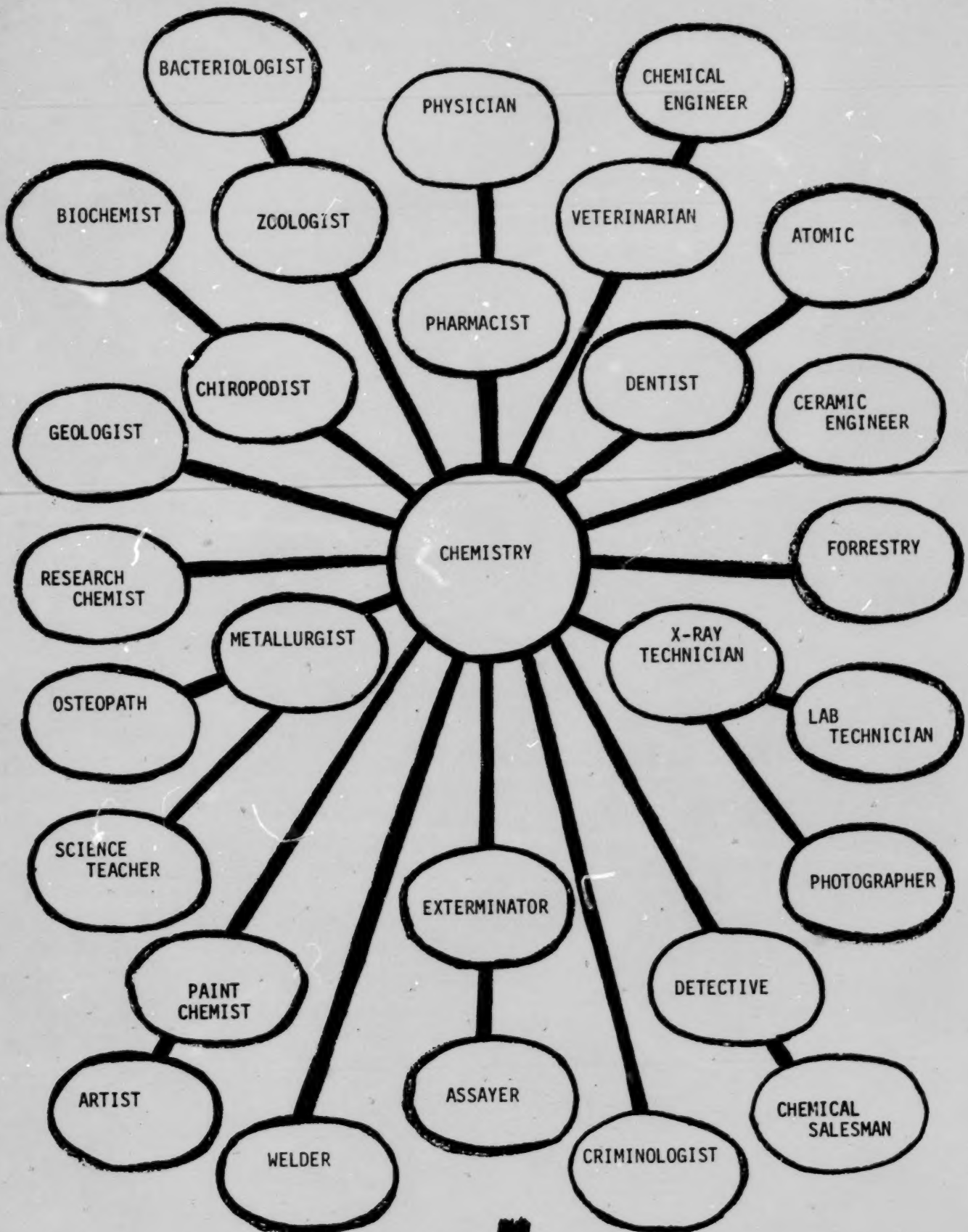

MATHEMATICS
FORESTER
CHEMIST
ECONOMIST
AIRPLANE PILOT
PHYSICIAN
NAVIGATOR
ARCHITECT
OPTOMETRIST
BOOKKEEPER
ACCOUNTANT
COMMERCIAL TEACHER
STATISTICIAN
SURVEYOR
BANKER
DENTIST
BANK CASHIER
DENTAL TECHNICIAN
CARPENTER
MACHINIST
ELECTRICIAN
PLUMBER
MATH TEACHER
ELECTRIC TECHNICIAN
SECRETARY
ACTUARY
INSURANCE SALESMAN
CHECK-OUT CLERK
ALL ENGINEERS
PSYCHOLOG-IST


GENERAL SHOP AND INDUSTRIAL ARTS
TOOL DESIGNER
ENGINEER AIDE
CARPENTER
AIRCRAFT MECHANIC
ELECTRICIAN
SHOP TEACHER
FARMER
AUTO MECHANIC
ELECTRICIAN HELPER
WOOD TURNER
GUNSMITH
MECHANICAL MAINTENANCE
INDUSTRIAL ARTS TEACHER
PLANT OPERATOR
DRAFTSMAN ELECTRICAL
LOG SAWER
INSTRUCTOR MECHANICAL DRAWING
LOGGER
AUTO-BODY & FENDER MAN
LOG GRADER
WELDER
SERVICE STA-TION ATTENDANT
PAINTER
CABINET MAKER
BLACKSMITH
SHEET METAL WORKER
PLUMBER
MACHINEST


FORESTER
BIOCHEMIST
ZOOLOGIST
PHYSICIAN
GAME WARDEN
DENTIST
NURSE
BIOLOGIST
FOREST RANGER
HOME ECONOMIST
BOTANIST
X-RAY TECHNICIAN
LAB TECHNICIAN
BIOLOGY
TREE SURGEON
ANTHROPOLOGIST
LANDSCAPE ARCHITECT
DIETICIAN
VETERINARIAN
PHYSICAL THERAPIST
GARDENER
BIOLOGICAL AID
NURSERYMAN
FARMER
DENTAL HYGIENIST
OCCUP. THERAPIST
CURATOR
HORTICULTURIST
TEACHER


CLERGY
EDITOR
JUDGE
STENOGRAPHER
AUTHOR
ALL TEACHERS
LECTURER
REPORTER
TYPIST
POET
LAWYER
POLITICAL SCIENTIST
ENGLISH
COUNSELOR
LIBRARIAN
INTERIOR DECORATOR
PSYCHOLOGIST
YMCA SECRETARY
SOCIAL WORKER
SALESMAN
AUTIONEER
RECEPTIONIST
PROMOTION MANAGER
RETAIL MANAGER
EMPLOYMENT MANAGER
PROOF READER
SONG WRITER
ACTRESS ACTOR
SECRETARY


MUSIC
PIANO TECHNICIAN
COMPOSER
ARRANGER OF MUSIC
CHORAL DIRECTOR
CLERGYMAN
ORGANIST & PIANIST
RELIGIOUS EDUCATION DIRECTOR
MUSIC DIRECTOR
TEACHER
MUSIC CRITIC
OCC. THERAPIST
DANCER
RECREATION THERAPIST
POPULAR SINGER
ORCHESTRA LEADER
COMEDIAN
CHORUS GIRL
ACTOR
RADIO OR TV ANNOUNCER
ACTRESS
MUSICIAN
SALES CLERK
PIANO TUNER
DRAMATIC READER
CONCERT SINGER
IMPERSONATOR
MANAGER SALES
MUSIC ARRANGER


BACTERIOLOGIST
PHYSICIAN
CHEMICAL ENGINEER
BIOCHEMIST
ZOOLOGIST
VETERINARIAN
ATOMIC
PHARMACIST
CHIROPODIST
DENTIST
CERAMIC ENGINEER
GEOLOGIST
CHEMISTRY
RESEARCH CHEMIST
FORRESTRY
METALLURGIST
X-RAY TECHNICIAN
OSTEOPATH
LAB TECHNICIAN
SCIENCE TEACHER
PHOTOGRAPHER
EXTERMINATOR
PAINT CHEMIST
DETECTIVE
ARTIST
ASSAYER
CHEMICAL SALESMAN
WELDER
CRIMINOLOGIST

I can solve a quadratic equation, but I cannot keep my bank balance straight.

I can solve a differential equation, but I cannot use the metric system.

I can name the kings of England since the War of Roses, but I do not know the qualifications of the candidates in the coming election.

I know the economic theories of Malthus and Adam Smith, but I cannot live within my income.

I can recognize the "leit-motiff" of a Wagner opera, but I cannot tune a simple engine.

I can explain the principles of hydraulics, but I cannot fix a leak in the kitchen faucet.

I can read the plays of Moliere in the original, but I cannot order a meal in French.

I have studied the psychology of James and Tichener, but I cannot control my temper.

I can conjugate Latin verbs, but I cannot write legibly.

I can recite lines of Shakespeare, but I do not know the exact wording of the Declaration of Independence, Lincoln's Gettysburg Address, or the Twenty-Third Psalm.

I can work senior high math all day but I cannot use a ruler.

I have a general diploma but I cannot find a job.

I MAY BE EDUCATED BEYOND MY INTELLIGENCE.

COMMUNITY RESOURCE VOLUNTEER

SUBJECT: _____
(Hobby) (Talent) (Travel Experience) (Knowledge) (Etc.)

NAME: _____ ADDRESS: _____

TELEPHONE NO. _____ EMPLOYMENT ADDRESS IF YOU WANT TO BE CONTACTED THERE: _____

_____ EMPLOYMENT TELEPHONE NO.: _____

BEST TIME TO CONTACT: _____

HOW FAR IN ADVANCE OF YOUR VISIT TO THE SCHOOL SHOULD YOU BE CONTACTED? _____

_____

WHAT DAY AND TIME WOULD YOU BE ABLE TO VISIT? _____

_____

TO WHAT GRADE LEVELS WOULD THIS KNOWLEDGE BE BEST SUITED: (CHECK APPROPRIATE ANSWER BELOW)

K ☐	4 ☐	8 ☐	12 ☐
1 ☐	5 ☐	9 ☐	ALL ☐
2 ☐	6 ☐	10 ☐	
3 ☐	7 ☐	11 ☐	

GROUP SIZE YOU WOULD WANT TO WORK WITH: _____

CHECK APPROPRIATE ANSWER:

TOUR ☐ RESOURCE PERSON ☐

NUMBER OF PERSONS YOU CAN ACCOMMODATE: _____

SPECIAL MATERIALS YOU HAVE TO SHARE IN YOUR VISITS (SLIDES, FILMS, COLLECTIONS, COSTUMES, ETC.): _____

_____

H-8.1

RITCHIE COUNTY

FIRM NAME	CONTACT PERSON	TELEPHONE NUMBER	TYPE OF TOUR, RESOURCE PERSON, AND NUMBER ACCOMMODATED	TOURS THAT CAN BE GIVEN, BEST TIME TO VISIT, AND BEST TIME TO CONTACT
Allen, Mary 304 Park Drive Pennsboro, WV 26415	Mary Allen	659-2159	Music Levels: K thru 6 No. Accommodated: 25 Resource Person or Tour - Piano at school and organ at church	Best time to contact: During p.m. Notice of one month required
Anderson, James E. 1023 E. South Street Harrisville, WV 26362	James E. Anderson	643-2301	EMT (Pres.) Emergency Medical Technician Levels: 9 thru 12	Best time to visit: Anytime Best time to contact: During p.m. Notice of one week required
Ayers, Ashford Smithville, WV 26178	Ashford Ayers	477-2554	Hobby, Travel, and Travel Experience No. Accommodated for Travel: Any size No. Accommodated for Hobby: 25 Levels: All grades Slides	Best time to contact: During a.m. Notice of one week required
Bird, Steve D.D.S. 124 E. Main St. Harrisville, WV 26362	Steve Bird	643-2334	Dentist Levels: All grades Resource Person No. Accommodated: Any size	Best time to contact: 1:00 to 5:00 p.m. Notice of one week required Best time for visit: Any day before 11:00 a.m.
Britton, Ruby 725 Cooper St. Harrisville, WV 26362	Ruby Britton	643-2307	Ceramics Sewing Levels: 8 thru 12 Resource Person No. Accommodated: 25 to 30 Display of finished ceramics	Best time to visit: Anytime Notice of two to three days required Contact anytime

H-8.3

REGION V
REGIONAL EDUCATION SERVICE AGENCY
CAREER EDUCATION PROJECT
1210 THIRTEENTH STREET
PARKERSBURG, WEST VIRGINIA 26101
(304) 485-6511

To: Ritchie County School Personnel

From: Adaline B. Cooper, Field Coordinator, Career Education

Re: Ritchie County Career Education Resource List

Date: August, 1975

Attached is the Ritchie County Career Education Resource list. This list was compiled through cooperation of Ritchie County school personnel, members from various civic groups, Ritchie County Cooperative Agricultural Extension Service, and the Ritchie County Career Education Task Force. A lot of time and energy went into this list and, hopefully, it will be useful to the Ritchie County school personnel to expand the students' knowledge of career options available in the world of work.

It is hoped that this list will be kept up-dated through active participation by Ritchie County school personnel. If you have any additional resource speakers or suggestions, please contact Joyce Brown at 643-2993 or Adaline Cooper at 485-6513.

In order that the resource speaker(s) be aware of the information needed of them, it is suggested that the following letter be sent to the guest resource speaker(s) a few days before the presentation and/or tour.

Note: The following letter may be duplicated - no copyright.

SAMPLE LETTER

Thank you very much for your willingness to participate in our program. Without your cooperation this phase of our program could not exist.

The objective of these sessions is not to get students to make career choices but rather to help elementary students realize that people work, that all useful work is honorable. We hope to acquaint them with the wide variety of occupations that exist (there are many things to be besides policemen, firemen, nurses, and teachers) and to make their present schooling more relevant to their future.

Your company or business may have some materials they would furnish for you to bring along, perhaps some pamphlets. You might check with your public relations office. Please bring your tools or whatever you work with. Certainly, if you wear a uniform or special clothing of any kind (welding hood?), bring or wear it if you can. Here are the kinds of things we would like to hear about:

--What is your job title or description?
--Briefly describe what you do.
--What aptitudes or skills are important for your job?
--Do you have to deal with the public? If so, would you care to comment on this?
--If you are separated from people most of the time, working with things, how do you feel about that? Do you prefer not having to deal with the public or fellow workers?
--What do you consider the best points of your job? the worst?
--Is your job personally rewarding and fulfilling? Do you enjoy going to work? Do you recommend your occupation as one of the alternatives students should consider?
--You may want to touch upon the financial aspect. Do you consider the pay to be adequate, very good, unsatisfactory?
--What is the outlook? Will this type of employment exist when these students enter the world of work?
--What changes in equipment, automation, personnel, training requirements have you experienced in the time you have been in this field?
--What training is required? (High school? Trade school? College? Apprenticeship? Graduate degrees?)
--Is the field difficult to enter? (Union membership, professional school entrance quotas, and so on.)
--How does this type of career relate to what these students do now in school?
--General information on working conditions, bosses, employees, etc.

(World of Work, ABLE Model Program, 1972)

H-8.2

*The above letter can also be used for secondary

RITCHIE COUNTY

FIRM NAME	CONTACT PERSON	TELEPHONE NUMBER	TYPE OF TOUR, RESOURCE PERSON, AND NUMBER ACCOMMODATED	TOURS THAT CAN BE GIVEN, BEST TIME TO VISIT, AND BEST TIME TO CONTACT
Bonar, Robert Raiquel Funeral Home Harrisville, WV 26362	Robert Bonar	643-2913	Travel — China during World War II Levels: High School No. Accommodated: Class Travel Slides of England; Paris, France; and Normandy Beaches	Best time to visit: Day-to-day basis depending on work at the funeral home Contact: Anytime
Cain, Hazel Route 1, Cairo, WV 26337	Hazel Cain	Home: 628-3368 Shop: 628-3353	Wildflowers - Greenhouse Level: All grades No. Accommodated: To be determined on contact Resource Person and Tour Visit greenhouse would be best in the spring while we have our plants	Best time to visit: Determined on contact Contact: Anytime
Cairo Water Works Cairo, West Virginia 26337	Cairo Town Council (If no one at the water works, call Mayor - 628-3849/ Mona Region - 628-3207)	628-3809	Waterworks - Water Purification Level: All grades No. Accommodated: Size depends on age group Tour	Contact during the day Notice of one week required
Campbell, Ellen (Mrs.) 609 E. Main St. Harrisville, WV 26362	Ellen Campbell	643-2152	Beautician Owner of Ellen's Beauty Shop Level: 12 No. Accommodated: One-to-one basis Resource Person	Notice of one week required Best time to contact: Tuesday or Wednesday

"I TAUGHT THEM ALL"

By Naomi John White
Stillwater High School
Stillwater, Oklahoma

I have taught in high school for 10 years. During that time I have given assignments, among others, to a murderer, an evangelist, a pugilist, a thief and an imbecile.

The murderer was a quiet boy who sat on the front seat and regarded me with pale blue eyes; the evangelist, easily the most popular boy in the school had the lead in the junior play; the pugilist lounged by the window and let loose at intervals a raucous laugh that startled even the geraniums; the thief was a gay-hearted Lothario with a song on his lips; and the imbecile a soft-eyed little animal seeking the shadows.

The murderer awaits death in the state penitentiary; the evangelist has lain a year now in the village churchyard; the pugilist lost an eye in a brawl in Hong Kong; the thief, by standing on tiptoe, can see the windows of my room from the county jail; and the once gentle-eyed little moron beats his head against a padded wall in the state asylum.

All of these pupils once sat in my room, sat and looked at me gravely across worn brown desks. I must have been a great help to these pupils--I taught them the rhyming scheme of the Elizabethan sonnet and how to diagram a complex sentence.

"CAREER EDUCATION - WHERE ARE WE GOING?"

Dr. Bill Cheshire
Vocational Education
Georgia Southern College
Statesboro, Georgia 30458
912-681-5600, ext. 340, 360

Fall, 1974

"CAREER EDUCATION - WHERE ARE WE GOING?"

The concepts of career development education are not new; they have been with man for centuries. I sincerely believe that it may now be described as a concept whose time has finally arrived.

As you know the basic ideas, techniques, and concepts for career development are based on occupational awareness and experiences fused with academic principles, applied with self discovery through the meaningful involvement of all educational components, the family, society, and the world of work. For most of you this is an old story, but as I travel about my state, Georgia, and other states, I find components of career education that seem excellent--but ... the problem I find is that I have yet to see a complete comprehensive model in any one school system.

During this presentation, I would like to present to you some of the observations our field consultants (Dr. John Scott and Mr. Ed Woodall) and I have observed during the past three to four years as we have struggled to explore, teach, and implement several of the most prevalent components or segments of a comprehensive career education model.

To cover this vast topic, I have selected six major items and will review each in turn.

1. Myths and Merits of Career Education
2. A Spark for the Disadvantaged - CVAE
3. Interlocking ... Correlation ... or Interdisciplinary - Call It What You Will--It Works
4. The Generation Gap in Teacher Education
5. Resource (one example) - Senior Citizens Benefit Career Education
6. Thinking of Bringing Career Education to Your School System?

MYTHS AND MERITS OF CAREER EDUCATION

Career education concepts and procedures are springing up in schools all across the country. Teachers, school administrators, school board members, and parents

are faced with many questions and few ready answers. How does a school system choose the right components to begin career education?

Career education can make a vast difference in the curriculum of this nation's average school system. This relatively new emphasis on our educational process seems to have real merit in terms of student motivation and relevance for instruction. Yet many school systems are slow to accept the basic concepts because of misinformation or the lack of expertise on the part of the school administrators to implement the components or parts of a career development program.

Academic teachers continue to teach as they were taught in college. Vocational instructors have reservations because of funding procedures and the possible threat to their own programs. Change or evolution is slow in any establishment, government or business, but change in education may be regarded as revolution.

Career education is based on the infusion of career development objectives into comprehensive components for school based programs. The purpose of this redirection is to acquaint students with a wide variety of career opportunities through many of their school experiences and activities. In addition the components deal with family, community, and self development. The idea is to utilize all aspects of the home, the community, and the work environment in making life real and meaningful to the student. This infusion must insure every student an education which integrates academic skills, social development, and job preparation so that after high school his options are open for entering the labor market in a productive career. The student's options will include continuing education in a post secondary school or college. It must provide students with a continuing awareness of educational choices for career planning, which permits one to become fulfilled, productive, and a

contributing citizen. Extensive guidance and counseling activities help the student develop self awareness, effective work attitudes and self confidence which are matched with personal interest, aptitudes, and abilities to realistically fuse potential careers. Successful placement into any entry level job or further education is one of the ultimate goals for every student enrolled in a career education program.

Community leaders question change and the cost of implementing career education. Do intelligent school boards, then, sample and test several components of career education before making decisions on this important expenditure? Do they need additional experimentation? NO. Various components of career education are scattered over all parts of the United States. Complete programs of career education are almost non-existent; therefore, school systems may still be buying a pig-in-the-poke, based on wrong information, personal bias, or the high pressure tactics of consultants and commercial educational supply firms.

Here are some of the misconceptions and some practical tips.

Myth 1. Career education will cost more than the school system can afford.

Not likely. Existing career education sites in several states have been in operation, in some cases, for as long as four or five years. These states have experimented and tested many procedures, materials, and other instructional aids; therefore, the wheel need not be invented again. Components and implementation at the elementary level cost almost nothing. Short term summer retraining of teachers is the only basic cost. Project materials raise the cost in the middle schools. High schools, to be truly effective, will need the most in terms of visual aids, equipment, and related aids. The high school needs to incorporate varied models of occupational skill training, and this is expensive. The occupational cluster approach can reduce this cost. Good pre-planning and the hiring of a competent career-oriented administrator at least one year before implementation will save time, cut cost, and wasted energy. Trips of board members, teachers, and administrators to existing successful career education school sites will help along with hiring consultants from "success-proven" state departments and universities involved in career development projects.

Myth 2. Career education is really vocational education renamed.

Not true. Career education is for all students; vocational education is for some students. Many vocational educators are threatened by career education because they refuse or are reluctant to understand what career education really is. They are unhappy about existing funding reallocations. Their approach has been directed toward small specialized classes while career education is all encompassing. One error made by some local systems is to upgrade or hire a vocational instructor to administrer career education. The expertise needed for administration is a real grasp of the career education concepts and components interwoven with sound personnel and money management skills. The leadership for career development programs need not come from the ranks of existing vocational education. Vocational education does need to play an exceedingly important role if career education is to be successful. Their contributions lie in occupational skill instruction, occupational information, career guidance, cooperative techniques, community contacts, and their proven accomplishments with individualized instruction, youth clubs, training plans, and on-the-job supervision development.

Myth 3. Career education is really not new; good teachers have been fusing career guidance and information into their disciplines for years.

Partly True. Competent instructors, interested in their students' futures have been relating to jobs and life in all their instruction, but this has been uncoordinated for the most part with the rest of the school, the family, and the community. Career education strives to expand this creativity to all other teachers, counselors, and administrators. The curriculum, if correctly structured, will be a sequence of career development components. One sample model includes: career awareness in the K-6 years; career exploration and experiences including self evaluation in grades 7-8; grades 9-10 includes indepth exploration and training in selected occupational clusters; and grades 11-12 incorporates intensive preparation in a selected occupational cluster. The key here seems to be putting all the pieces (components) together so that it makes sense for both teachers and students.

Myth 4. All of the career education components are too difficult to handle, administer, and implement.

False. Good, sound planning by competent administrators will solve most problems. Leadership should be completely committed and trained to develop a realistic management model before implementation. This model should include all components desired the first year. In the beginning, funds, time, and personnel may dictate a school system's first model. Example: (a) career awareness for grades K-3; (b) hands-on experiences in grade 10, mini-prevocational programs at the 9th and 10th grades; (c) the addition of a program designed for potential dropouts; (d) one more vocational program in the 11th grade; (e) writing a proposal for additional funds; (f) a new co-op program for the high school; (g) a placement office for graduates and dropouts; and (h) a contract with a college to train school personnel for career education components during the summer months.

Myth 5. Our school board and business community would never agree to

accept career education.

Absolutely Not True. Experience has taught state departments of education that most community leaders are demanding career education. The reception from boards of education and the community has been tremendous. Truthful leadership and a complete understanding of career development principles will squelch this myth.

Myth 6. Career education will demand complete curriculum revision.

True. For the most part any meaningful change will only come through curriculum revision. If curriculums are valid they require constant revision; therefore, career awareness and occupational skills are easy to insert. Career education should not be taught in a separate class, nor should special days or periods be set aside for career instruction. It must become a regular part of each discipline's content and instruction.

Myth 7. Career education can be incorporated into the existing curriculum by adding or fusing to the existing disciplines.

True. This is a simple approach but most career education leaders feel this is only a partial commitment. Fusion of job information is good, and fusion or correlation of academic knowledge to occupations is even more complete. The most comprehensive approach is interlocking. This interdisciplinary method involves the uniting of academic, vocational, technical, social, political, artistic areas, and all the rest, for all students. Instructional creativity is needed and complete cooperation by all involved is a must.

Myth 8. The teaching guides, software, and equipment will make career education too expensive for our system.

False. The best teacher guides, audio visual aids, student-centered projects, and class activities often come from the classroom teachers themselves. Small workshops, curriculum institutes led by competent teacher educators aided by classroom teachers who have been involved with career education, appears to be one sound approach to curriculum development. Teachers are quick to try materials and activities which they have helped to design.

Myth 9. Career education is for dropouts and the slow learners.

False. Career education concepts and procedures are just as sound for the college bound. Medicine, law, and education can be brought to the students as readily as building construction, practical nursing, and electrical technology. Grouping and block instruction seem to be keys to successful dropout prevention programs especially in the first years of operation. Career education is not designed for any one group of students. Applied correctly it should reach every child, adolescent, or adult enrolled in your educational program.

Myth 10. Moving to career education will cause wide spread teacher retraining and recertification.

False. Four to six weeks of summer training will prepare most teachers for implementation the following year. Intensive follow-up by teacher educators, state staff consultants, and local administrators will insure success. State certification requirements are slow to change in most states and should not present a road block.

Myth 11. New teachers graduating from colleges and universities are prepared to teach with career education competencies.

False. Very few teacher education programs are incorporating the concepts, procedures, and content revisions needed. Pressures need to be applied to all teacher preparation institutions by local school systems and state department personnel. Many teachers are prepared in the most traditional manner. Many college professors, like their counterparts in the public schools, have never worked in business, or industry; therefore, they find great difficulty in relating to the real world of work.

Myth 12. Career education should be taught and administered by the guidance counselors.

No. Again, most lack knowledge of the real working world as it exists today. Their contribution lies in personal counseling, student self understanding, processing career information literature, operating job placement centers, and assisting classroom teachers with contacts for field trips and guests for classroom activities from business, government, industry, and community.

Myth 13. Career education can solve some of society's ills through existing educational processes.

Maybe. If the schools are prepared to utilize the entire community and the community, in turn, is honestly committed to working with the school. Family involvement, cooperative agreements with business and industry, and a meaningful exchange between teachers and the real world is just the beginning. These techniques and lines of communication are extremely difficult to establish because both camps have reservations and believe they know all about the other. Career education is attempting to remove much of the educational process from the walls surrounding what we know as school and placing this process within the home, work world and community.

Myth 14. Career education is just another "hot item"; it will be done in five years.

Possible. The U. S. Office of Education has placed a high priority and considerable funds behind this effort. Several states have already made career education a common term and are moving to establish career development components in all schools. At the present time much of the funds supporting career education comes from vocational education, and this fact does not represent the across-the-board foundation needed. Some programs in existence are not up-to-par; they appear to be vocational programs "warmed over".

In summary, the message is ... stay loose and move with purpose. Speed can cause misunderstanding and ill will. Examine and establish only those components, or parts, which have commitment from the administration and teachers. Realize success and then move to implement more components. Above all, develop a comprehensive management model, train the instructional staff to be involved and plan for intensive follow-up with time set aside for idea exchange sessions. Demand answers from state department consultants and from teacher educators. Seek realistic funding sources and budget carefully for each component. Finally, plan an effective system to evaluate the progress and success of teachers and students.

A SPARK FOR THE DISADVANTAGED - COOPERATIVE EDUCATION

Cooperative education programs have been around a long time. Disadvantaged students have been around longer. Vocational education has used the cooperative method of instruction successfully for over fifty years. As vocational educators fought to receive respectability in this nation's educational process, some abandoned the disadvantaged student and designed curriculums and programs for the students that were not headed for college but held successful potential because the criteria for acceptance was based on at least an 11th grade academic level, beyond the age most students drop out of school. These two factors guaranteed motivated students headed for graduation and a job. No one can dispute the value or proven success of cooperative programs, yet some educators feel these students would be successful with or without the cooperative program.

What are the key factors necessary for the success of a cooperative program designed to serve the disadvantaged student? School administrators, state department consultants and teacher educators identify the following four factors:

1. A committed school administration - Each school operating a cooperative program needs the full cooperation and support of the principal, or other administrative head, to insure a complete program with all components in operation.

2. A well trained teacher-coordinator - All cooperative program coordinators need specialized training to become competent in each of the following responsibilities: (a) instruction, (b) coordination, (c) guidance, (d) operation and administration, and (e) public relations.

3. Flexibility with Grouping or Blocking - Experience has proven that students with severe disadvantages progress with more success when blocked for units of instruction. Instructors seem to feel more individual attention can be given when students are grouped. Some school systems believe that segregation by sex adds to program effectiveness.

4. A Creative Team of Teachers - With the coordinator serving as team leader, the principal will appoint a team of academic and vocational teachers, committed to the program, to serve their students through an interlocking or interdisciplinary approach. Each team can effectively serve 40-60 students. A model six-member team would include instructors from English, math, science, industrial arts, home economics and the cooperative coordinator.

With these four ingredients a school system can begin to operate with specific objectives and intent.

As the program is planned, established, and begins to grow, the coordinator and team need to be aware of selected criteria which will prove to be the foundation for continued success and operation. The schematic diagram presents each of these factors.

Years of experience with cooperative programs have given educators certain criteria which seem to be necessary for success at the community level. The coordinator must become a part of the community with strong support from local business and industry. Career education concepts stress the need for self awareness and family involvement with a realistic approach to the real world of work. Cooperative coordinators through the years have built their programs on these principles. In fact, many feel that cooperative programs

were the real forerunners of career education. As the diagram indicates, all of the techniques and processes used successfully through the years are vital to the establishment of a cooperative program for the disadvantaged student.

The major contribution from career education places a new emphasis on family involvement, the interlocking approach whereby academic and vocational teachers work together as a team presenting subject matter content, joining together disciplines.

As interdisciplinary team can bring the real world of business to the student and at the same time show life as it really exists in our free democratic society. A competent coordinator, a creative team of instructors, a committed administration with flexible grouping can present the school with a viable tool ready to stop the potential dropout and challenge the turned-off student with a total educational concept that is real, current and relevant because all the components are sound and functioning with purpose.

Americans have been noted for trying new things because they didn't know they wouldn't work. But the whole interlocking sequence of American progress and invention was based on a willingness to try the new and discard the old. Interlocking academic subject matter with occupational awareness and skills just makes good sense. This same approach may be used in the 1970's to move career education in America.

FALLOUT SHELTER EXERCISE

Module No. 4

Correlation: Social Studies

I. GOAL:

After teachers have directed learning activities in this and other units, the student should be able to:

A. Value all forms of work in terms of its contribution to the welfare of the individual and society.

II. PERFORMANCE OBJECTIVE:

After the teacher has directed the learning activities indicated in this module, the student should be able to:

A. Discuss the reasons why jobs exist and their importance.

III. TEACHER PREPARATION:

A. Teacher Notes

Occupations are created out of a need for the service. More importance should not be attached to one or the other job. The skills needed are dependent upon the task which is to be performed.

B. Materials and Equipment

1. Scissors
2. Felt Tip Pen
3. 3 x 5 Cards

IV. LEARNING ACTIVITIES:

A. Fifteen different occupations are requested and there is only room for six in the fallout shelter. Who might best build a new society?

1. Sanitary Engineer	6. Dentist	11. Nurse
2. Clergyman	7. Educator	12. Lawyer
3. Farmer	8. Electrician	13. Forester
4. Physician	9. Psychologist	14. Mechanic
5. Carpenter	10. Nutritionist	15. _____

V. EVALUATION:

The teacher will evaluate the student through discussion as to what they have learned about the worth and dignity of work.

VI. RESOURCES:

A. Books

1. Utopia, T. Penguin, Washington Square Press, 118 North Hampton Avenue, Washington, D. C. 27154.

INTERLOCKING...CORRELATION...OR INTERDISCIPLINARY, CALL IT WHAT YOU WILL--IT WORKS!

The Office of Education, HEW, states, "The fundamental concept of career education is that all educational experiences, curriculum, instruction, and counseling should be geared to preparation for economic independence and an appreciation for the dignity of work."[1] The fundamentals of career education are proving successful but implementation is an extremely difficult task.

One technique of making career education a meaningful process for students is through a series of interdisciplinary activities sometimes referred to as correlation or interlocking. Like a well-oiled and geared machine, the process of interlocking is beautiful as it turns on the mind of the unmotivated teenager.

The State of Georgia has been successful in directing its efforts toward the establishment of interdisciplinary career development processes and concepts at both the junior high and senior high school levels. Within three years, Georgia has opened approximately 120 CVAE (Coordinated Vocational Academic Education) programs, encouraging each school involved to utilize interlocking processes through the blocking of students identified as disadvantaged by their local school systems. In the junior high 45-60 students are blocked (see Figure 1) to provide concrete simulations and bridge the gap from academic theories to realistic projects and hands-on experiences. Many students are too young to work in cooperative training experiences off-campus, therefore, on-campus training sites are provided by the school. Examples of on-campus sites include the library, school bookstore, cafeteria, and gym. Student trainees are placed by a coordinator and supervised by a teacher in jobs as tutors to elementary students, teachers' aides, and office assistants.

---

[1]Career Education, Office of Education, U. S. Department of Health, Education, and Welfare, DHEW Pub.No. (OE)72-39. U. S. Government Printing Office, Wash. D.C.

H-9.12

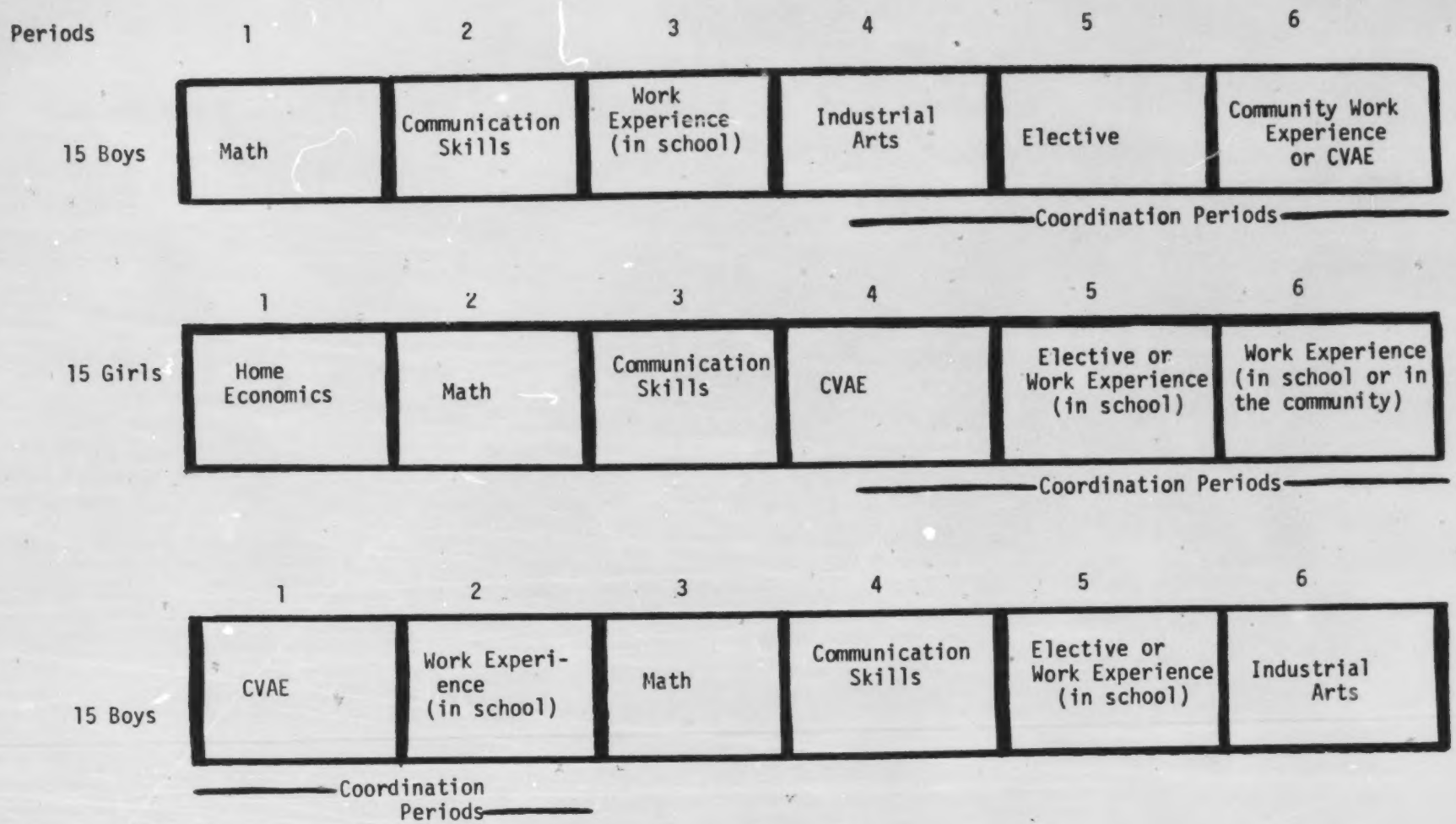


Figure 1

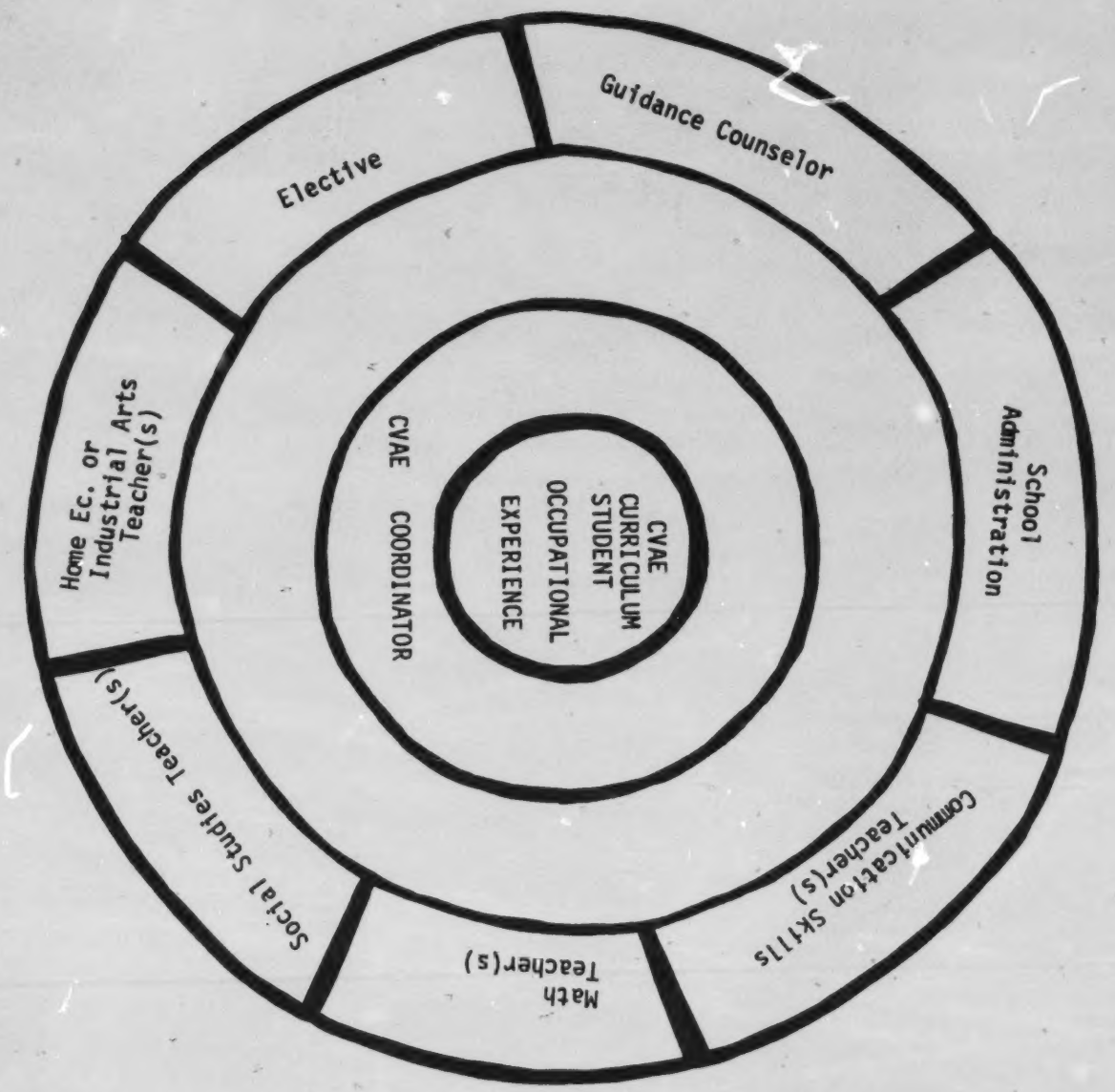
Junior High Design for Students Working on the School Campus

What do the terms interlocking or interdisciplinary mean and what implications do they have for career education? The terms are beginning to be used interchangeably. Simply stated they mean "putting it all together" for the students so that facts, knowledge, and discipline (subject matter) make sense. It means joining academic material with vocational skills, but it means even more. It means math joined with science to explain a physical reaction or experiment; it means joining English with music and industrial arts to bring a musical production to life; and it means bringing together the appropriate subjects, from all sections of the school, the community, the family, and the world of work so that the educational process will become realistic and meaningful for each student.

It's a rewarding experience to observe an educationally disadvantaged and almost illiterate student assisting a second or third grader with a reading assignment. Both student and tutor are motivated. The older student practices long and hard before facing his pupil.

Whenever possible, the academic curriculum is interlocked with home economics or industrial arts. Laboratory experiences provide the stimulation for understanding "how" a student puts into practice new knowledge just learned. Simply written, training plans are suggested and the teacher-coordinator visits the student and supervisor approximately once per week (see Figure 2).

Recently a program in Macon, Georgia designed a series of interlocking projects, and the outcome produced a room of miniature cardboard furniture which was subsequently donated to a day care center. The idea developed in math, spread to the communications class and became a reality in industrial arts. In English students wrote letters for materials and made oral reports as the project progressed. In math, the students were exposed to the mathematical skills needed to construct the furniture. In the CVAE class, the


CVAE CURRICULUM STUDENT OCCUPATIONAL EXPERIENCE
CVAE COORDINATOR
Guidance Counselor
School Administration
Communication Skills Teacher(s)
Math Teacher(s)
Social Studies Teacher(s)
Home Ec. or Industrial Arts Teacher(s)
Elective

students discussed uses for the furniture and made arrangements to make the furniture available to needy children.

Interlocking may be designed in many forms and models. One visit to the CVAE program of Mrs. Mary E. Salter in Laurens County, Georgia, will demonstrate the value of the interdisciplinary learning process. All students enrolled in this CVAE program are undoubtedly disadvantaged. Many cannot read, writing is a struggle, more than half are two to three years behind in their schooling, and ready to quit school. Let's visit first with the fifteen boys in industrial arts studying automobile engines, utilizing assembly line procedures. In three months, they have field stripped seven different types of engines.

During science class the boys are investigating the viscosity of engine oils; the previous week they collected sample brands by scavenging used oil cans from neighborhood garages. Their research involves additives, types, weights, and the purpose of motor oil. Next period the students move to their communications skills laboratory. This day found them in the typewriting room learning to spell as they composed letters requesting tours to the Ford and General Motors assembly plants in Atlanta, and the Macon Area Vocational Technical School. During this time span, the typing teacher and the English teacher were teaming with the math instructor. The math class invited a local auto mechanic to answer questions and discuss career opportunities. Using resource materials, students investigate biographies of auto inventors, define terms, view films, and learn to use such terms as crankcase, piston, gasket, and carburetor working from newspapers, technical manuals, and auto magazines. The math period found the young men back in the industrial arts laboratory. Disassembled engines gave the English and mathematics instructors real teaching aids to explore tolerance, ratio, combustion, calibration and displacement. Mrs. Salter, acting as team leader, helped to plan these experiences during

their regular weekly planning session. During her own class period, she was conducting a model car engine contest. Cash prizes were awarded to the students building the best model engines as judging by auto dealers from the city of Dublin. In the CVAE classroom, other students were reviewing career occupational kits. The film, "The Motor Mechanic", was shown and discussed. Class discussions center around the auto industry, job requirements, personal aptitudes, salaries, and working conditions.

Some educators feel that students should not be blocked for all classes. Students need exposure to the mainstream of their school including physical education, homeroom, music, and art. Some schools provide additional time by not blocking for electives.

This example of interlocking involved teachers from the disciplines of English, math, science, business education and industrial arts, in addition to the teacher-coordinator. Projects and related activities involved a substantial amount of planning and effort on the part of all team members. Some projects will not lend themselves to team involvement; therefore, whatever needs to be interlocked or taught separately must be decided on by the team in regular planning sessions. Some projects may only include two teachers. The teachers and coordinators are quick to point out the need for planning and flexibility, and the ability to evaluate, then change the learning activity maybe right in the middle of the stream. Individual student interest spans range from 10-20 minutes; therefore, several projects may be underway during the same period. Team teacher meetings center around two basic topics: a discussion of the individual students involved and the progress of the current projects.

Teachers involved stress the need for planning, cooperation, and the ability to restructure the curriculum. Students express their interest by several means: positive student participation, improved attendance, better

grades, and a change in attitude. When questioned they will respond with something like, "This is the first year anybody ever cared about me."

For students old enough to work in a cooperative arrangement with business or industry, interlocking can make additional contributions to the education of the disadvantaged or slow learner. When the student is ready, he is placed in a training station under the watchful eye of a training sponsor. The training sponsor is a regular employee of the firm competent in his job and interested in young people. The coordinator must now rely on the advantages of blocking, interlocking, and contract instruction to make the team approach meaningful for the trainee (see Figure 3).

Utilizing a training plan for each trainee, the coordinator, the employer, and each academic team teacher can be kept abreast of each training assignment in the classroom and on-the-job. The coordinator is provided with the necessary time and travel expenses to visit each student approximately every two weeks. He keeps the employer, sponsor and the team of teachers up-to-date on the student's progress and/or problems.

Figure 3 shows one model of the interlocking process with students blocked for their related academic instruction. Two periods are provided for laboratory work in the school or released time for on-the-job instruction. In localities where training stations are unavailable, students are provided with experiences in local vocational-technical schools.

The interlocking process requires the teacher-coordinator to be well trained in his role. Figure 4 presents some of the many duties and responsibilities of the coordinator. A statewide review of operations would seem to indicate that success is based on four prime factors: (1) the complete cooperation and encouragement of the school principal; (2) a commitment by a group of energetic teachers willing to set aside at least one period per week to evaluate individual student progress and to plan interlocked projects for

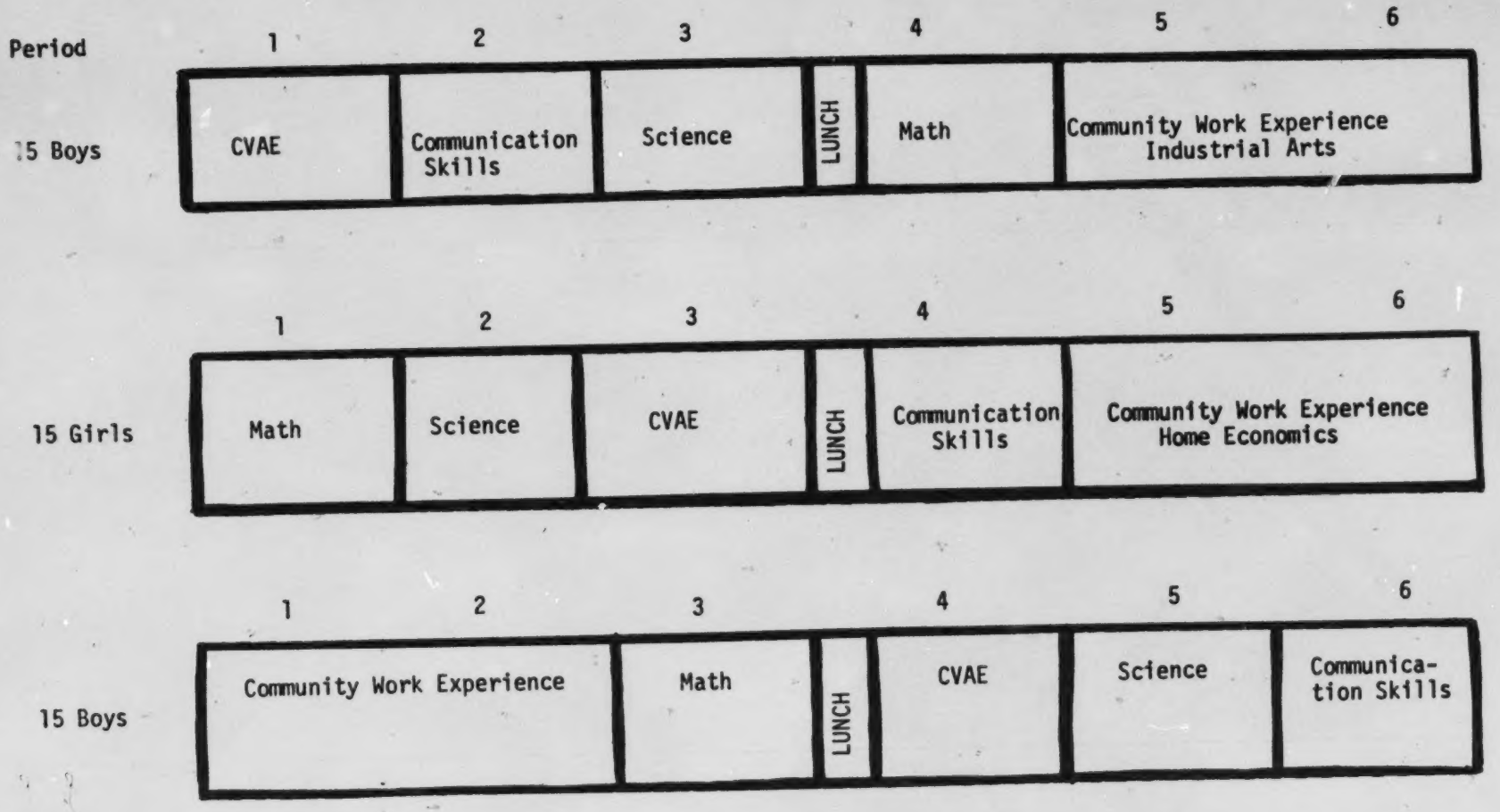


Figure 3

Senior High School Students Working
In Community On-The-Job and In The School

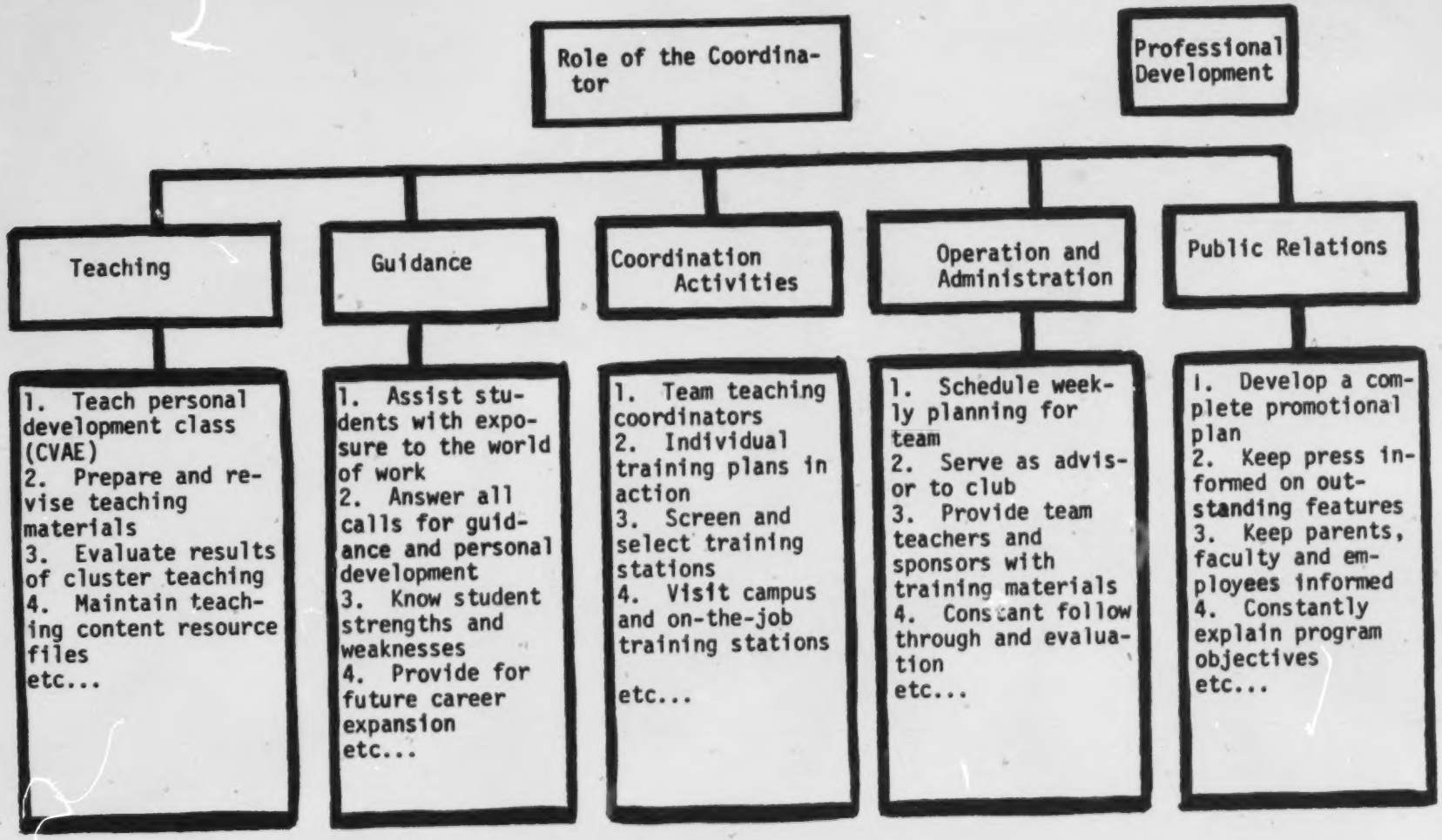

Role of the Coordinator
Professional Development
Teaching
Guidance
Coordination Activities
Operation and Administration
Public Relations
1. Teach personal development class (CVAE)
2. Prepare and revise teaching materials
3. Evaluate results of cluster teaching
4. Maintain teaching content resource files
etc...
1. Assist students with exposure to the world of work
2. Answer all calls for guidance and personal development
3. Know student strengths and weaknesses
4. Provide for future career expansion
etc...
1. Team teaching coordinators
2. Individual training plans in action
3. Screen and select training stations
4. Visit campus and on-the-job training stations
etc...
1. Schedule weekly planning for team
2. Serve as advisor to club
3. Provide team teachers and sponsors with training materials
4. Constant follow through and evaluation
etc...
1. Develop a complete promotional plan
2. Keep press informed on outstanding features
3. Keep parents, faculty and employees informed
4. Constantly explain program objectives
etc...

Figure 4

Duties and Reponsibilities of the Coordinator

the future; (3) a well trained teacher-coordinator; and (4) some degree of flexible scheduling, blocking, or semi-blocking.

In summary, interlocking will work effectively and the student can see the relevance of learning experiences when he becomes a part of each activity. A statewide follow-up study of every fifth child enrolled in CVAE, after one year, indicated that students enrolled in schools with the four components described above, with 286 student respondents reporting, improved their school attendance by 1,358 days or an average of 4.75 days.

Grades were improved also. English and the overall grade point average each increased .77 on a grade letter four point scale. Both math and science increased by .76, or 3/4 of a letter grade. In reality, their 1969-70 grades improved from approximately a "d-" to a "c-" in their 1970-71 school year.

Where do these students go after one or two years of concentrated interlocking? The main objective is to change their attitudes about school and provide for several avenues. One alternative is to move into a traditional cooperative program. Other students may elect specialized vocational training; some may select other clusters within a career education model; and some may need additional close supervision within an advanced interlocking team program.

In March of 1972, at the request of the State Supervisor of CVAE, each teacher-coordinator assigned each student the task of writing a paragraph entitled "What CVAE Means to Me." One example is presented below exactly as written.

Dear Sir

What CVAE Meant to me

CVAE meat a lot to me from the very frist day we start in this special program. I like the time we take in it and the place we go to, and the class I go to all are whow very speall care and they all way will. It could help a lot of children it could help you lean more about your self and most of all is could change your altitude. Begin in the program has improve my work and grades, and that just how much CVAE meat to me.

53

Yours Furley

THE GENERATION GAP IN TEACHER EDUCATION

If one generation of teachers owes anything to the future, it is the understanding, wisdom, perception, and compassion it should have received from the generation that preceded it. Too often, new teachers and student teachers criticize their teachers and teacher educators for dull classes, yellowed, and worn out lesson plans and unmotivating teaching techniques; yet within a year or two they are walking in the same path and their students are just as critical. Why must this be? Why don't we learn from the mistakes of our own unfortunate experiences as students in an outdated educational process?

Teacher educators observe an endless number of student teachers copying the traits, techniques and even the personal mannerisms of their college professors. Would a generation gap benefit the process of preparing teachers? Would it be unhealthy if there were no generation gap? Most American educators are proud of our educational freedoms and heritage. The American educational system has created a model for the world. But just as with families, children leave home and begin to find their way in the world--young aspiring teachers must leave their colleges and universities and experience teaching on their own. Why then do we have a problem? Four problems are submitted with proposed solutions.

Problem 1 - Being human, student teachers are exposed to years of poor teaching by college professors. Their experiences are subsequently reflected in their own performance once they are on-the-job.

Solution - College teaching should be upgraded by in-service workshops, training institutes, and exchange programs with business, government agencies, educational institutions, and industry. Outstanding teaching should be rewarded by salary increases and promotions. Quality instruction must take precedence over publishing and research.

Problem 2 - Too many universities and colleges offer student teaching during the senior year with few alternatives.

Solution - College students expressing an interest in a teaching profession should be assigned to a variety of public and private in-school experiences all during their college years, for example:

Freshman Year - Career orientation to the profession, tours, and hands-on experiences with several school sites at different levels (elementary, junior high, senior high, vocational-technical schools, industrial training sites, and community colleges).

Sophomore Year - (A) Selection of curriculum areas for indepth exploration. At least one internship with a school system assisting teacher aides, learning administrative skills, posting records, and assisting classroom teachers with instructional material and out-of-class activities. (B) Occupational experiences to strengthen a career development approach to selected disciplines.

Junior Year - (A) Student teaching for a short segment of time under close supervision. Advanced experiences with youth clubs, community activities, adult education programs, and private learning laboratories. (B) Directed occupational experiences to support related clusters of career education. (C) In-school (on-site) college courses whenever possible.

Senior Year - A university-directed program offering the opportunity to teach in more than one school, utilizing the latest techniques. Whenever possible the college students would take an active role in a variety of experiences, for example: adult classes, remedial reading laboratories and community college cooperative programs.

Problem 3 - Separation of academic and vocational education.

Solution - A realistic team approach, utilizing the very best of both, relevant to student needs. The curriculum must be changed - both vocational and academic. Interlocking of projects, curriculum, techniques, and a professional commitment by educators to make a meaningful change.

Problem 4 - Students at all levels are bored with unmotivated teachers and poor teaching techniques.

Solution - Pay teachers what they are worth in terms of performance and professional service. Local school boards should work cooperatively with colleges and universities to provide continuous in-service programs to keep classroom teachers on their toes and up-to-date in subject content and methods of instruction. This would include occupational experiences with private enterprise and government coordinated with scheduled returns to colleges for continued upgrading. School administrators, counselors, and school board personnel should be required to participate along with classroom teachers.

We have a generation gap; we always will, and we should. We need to profit and learn from one generation to another, but we also must allow for new incentives, new student interests and values molded with teacher creativity to meet the individual needs of each student at exactly the correct moment in time and place.

College and university deans need to direct their department heads to join forces for an interdisciplinary approach to instruction. Universities are more departmentalized than secondary schools. College faculty members have very little contact with their colleagues in other schools and departments. Each college dean should be committed to total staff development. This fact should be reflected in his budget. College teacher educators need to be teamed with public faculties for career exploration and sequencing of instruction. High school career education activities and concepts should lead realistically to college experiences, projects, and challenges.

Dynamic change will come about in teacher education, and the pressure to change may come from students who seem more open, concerned, and ready to challenge the establishment. Would it not be more appropriate and realistic to accept the generation gap, identify the specific weaknesses in teacher preparation, and then move with progressive programs that challenge students and motivate prospective teachers through innovative, exciting activities geared for the real world of education?

SENIOR CITIZENS BENEFIT CAREER EDUCATION

Most parents and teachers today will readily admit that a generation gap exists between young people and their parents. Grandparents, on the other hand, have for the most part received unlimited respect from their grandchildren. In fact, there seems to be a magical communications link fusing the interests and words of each toward a common ground for conversation and understanding, thereby allowing most older adults to communicate with ease to searching youngsters.

As the concepts of career development spread into the curriculum of our schools, we need to use every resource available to implement each phase and make the learning process as meaningful and relevant as possible. Why not use this "magic touch" held by our senior citizens? Not only do they hold a proven communications channel, they possess a wealth of occupational knowledge, travel experiences, and career insight interwoven with patience, understanding, and the strength needed to overcome the crediability gap and and distrust of young people toward adults. Senior citizens can benefit the implementation of every basic career education concept, if used wisely. Let's examine some of the ways older adults can lend their expertise to career development concepts.

Career Decision Making and Planning

Decision making and planning is a logical process when viewed through the eye of older persons, yet teenagers struggle because the process is new and may seem impossible. Being older may also mean wisdom in terms of singling out specific alternatives and making a choice. Avoiding outside pressure by inwardly understanding one's self develops wise decision making skills based on self-determined career choices. Youth and older adults can seek these answers together because one has already been there and the other may need a helping hand to begin the journey.

A Reason for Learning

When a local school system develops a process whereby senior citizens assist guidance counselors, they are tapping an extremely talented resource. Older Americans are "chocked full" of wise counsel, mixed with wisdom, that for most comes only with years of realistic experience in the world of work. Material things change; technology leads to new processes and procedures, but how much do people really change? Very little. One must learn, or be educated to succeed in our complex society and work environment. Older persons may assist with on-the-job advisement and serve as counselors in placement offices and follow-up after placement is a natural for adult businessmen who know the community and have unlimited contacts.

Resource Persons

One great American system, for some unknown reason, feels that most adults should retire in their 50's or 60's. For many this is the prime of their life. Therefore, they feel left out, burned-out, and unimportant. Why not re-light their torch with meaningful utilization in career development where they can serve as resource specialists to counselors, vocational instructors, administrators and classroom teachers.

Many academic teachers have never worked in business and industry. The SCCS (Senior Citizen Career Specialist) can bring related career activities and games to life in an active on-going curriculum with personal experiences, job skills, occupational know-how, and by using work terms that mean something to students in relation to the real world.

Interdisciplinary or Interlocking

As teams of teachers plan together to correlate vocational and academic education, SCCS helps with applied learning. They can assist with student projects and learning activities designed around individual student career objectives. This approach allows for teams of teachers to plan and work together with teams of

SCCS's. The student benefits.

The school is left out of most community action, therefore, the SCCS can help students to see a need and reason for acquiring knowledge and occupational skills in order to reach their tentative or real career goals. Students need a saleable skill to present to prospective employers.

Individualized Instruction

Pam, a ninth grader, was assigned a project dealing with railroads. Through a friend, she obtained the name of a retired railroad engineer with 40 years of experience. She telephoned the old gentleman and was invited to his home for a visit. Pam came away, ready for her report, loaded down with pictures, literature, books, and a wealth of notes including human interest stories covering 40 years of railroad history from the steam ironhorse to modern diesels. His wife fed Pam cookies and personal side stories about their large family and how their lives and community had changed through the years because of the railroad. This simple case indicates the importance of involving our senior citizens with the concepts of career development.

Elementary School

During the early years, SCCS's play an important role as the child begins to learn about himself. We only need to think back to our childhood and the many happy experiences, activities, and heart-to-heart talks with our grandparents. These can help the child become aware of himself, the working world around him, and the all important values and attitudes about himself that will follow him to adulthood. The SCCS can lend a strong hand as together, through stories, visits, field trips, and role playing, they discover new talents and interests in the environment we all share.

Junior High

At this age level, youngsters are eager to explore. These are molding years, searching years. They seek independence and yet are reluctant to take the first

steps. A team of SCCS's gives a new opportunity to the junior high student by providing a path to meaningful adult roles. This is a time for field trips, with SCCS's, to explore and discover the real world of work. Hand-in-hand they visit the world. One already knows the way.

Senior High School

This is a time for decision. Research projects, growing and changing values, life styles, and skill training present new challenges to the SCCS. Each student must leave school not just educated, but educated for something - college, work, tech school, the military, homemaking, or life. The SCCS, with proper training, assists educators as they prepare their young adults to face the world. They serve as laboratory technicians to vocational and academic instructors. They serve the counselor in group dynamic sessions and the youth club sponsor as a consultant on music, art, chess, drama, conservation, ecology, foreign travel, and sociology.

Learning together the two generations find relevancy in learning. When a young sophomore asks why must he learn to diagram a sentence - I'll never need this - the SCCS who once was the local D.A. explains how lawyers must be able to diagram long sentences every day. Senior high is a time to ask "why" and get meaningful answer.

Summary

Community leaders must become actively engaged with the schools in all areas of career development. Older citizens have the time and the energy to make themselves and community action groups available.

SCCS's know what they needed to succeed in their world and what they did not have, and therefore, had to reach out for. School administrators would be wise to listen to their counsel. When a person retires in America, he or she has not quit - society has quit them. We must top this energy source and seek out the knowledge,

patience, and wisdom with which they explored the unknown waters, the dark places, and the land across the mountains. We need to reach out - and take their hands.

THINKING OF BRINGING CAREER EDUCATION TO YOUR SCHOOL SYSTEM

Many local boards of education and school administrators are hearing about career education, but with all the existing priorities and poblems they have reservations about taking on anything new. If your local school system is contemplating career education, these suggestions may prove helpful.

Get the Facts

The various concepts of career education are not new, but many of the components of career development revolve around basic educational processes, success-proven with a new diversion ... in the last two or three years. Progressive school systems recognize the impact that career education can have on their schools and their community. Therefore, it will benefit your board to find out exactly what career education is, how it works, what it will cost, and what components of career education are working successfully in neighboring communities. Invite a career education teacher and a school administrator to speak before your school board. Encourage local community and business leaders to question them regarding the basic concepts of career education including which components could realistically be added to your total school program within the next year. Secure curriculum guides from national or state models and visit nearby sites recommended by your speakers or your state department of education career education consultants.

Look into the Cost

As you consider which components of career education (examples: elementary self awareness, grades 1-3, comprehensive mini-prevocational clusters, job placement centers, etc.) you would like to implement, first secure budgets from established programs. Most educators agree that implementation at the elementary 1-6 grades is least expensive. This component or phase can be

instituted with only a two week curriculum for elementary teachers.

Hire a Leader

School systems have found it wise to hire a career development specialist at least 12 months prior to the establishment of any career education component. This allows for sound planning, budget preparation, re-training of personnel, collection of materials, aids and equipment, and re-structuring of the curriculum. The career education specialist should hold orientation sessions with board members, school board staff, principals, curriculum directors, and guidance counselors. He should visit as many sites as possible to collect ideas, concepts, and materials that have proven successful. This will save time and money - it will prevent the system from re-inventing the wheel. He should also meet with state department of education personnel and college officials to secure funding, plan for teacher training, and design follow-up activities for all personnel involved. Attendance at national, regional, and state career education conferences will advance his thinking and keep him up-to-date on policy, funding, and national trends.

Develop a Management Model

With the help of state department of education consultants, it will prove wise to design a local management guide for administering the career education components. Administration policies should be coordinated through existing channels; however, new concepts for instruction, released time, travel arrangements, team teacher meetings, job placement center operations, and faculty involvement with business, government agencies, and industry will demand new management objectives, procedures and evaluation instruments.

Key administrators, counselors, and vocational leaders should plan for a five day retreat or workshop to review the various components which will make up the career education program the first year. After a review of the students

and teachers involved, a 12 month management plan should be designed around the school's calendar of events with new career development activities inserted. Advisory committee members may be invited to attend selected planning sessions.

Contract for Teacher Re-Training

One of the first items the management model should include is teacher re-training or upgrading. Secure the services of an educational consultant or approach a career education center at a teacher training college or university. Plan summer workshops and short institutes including a meaningful series of follow-up activities for at least 10 months after the initial instruction. Plan for the preparation of curriculum guides, the establishment of a resource center for your teachers and a system for exchanging ideas and materials that prove successful at the classroom level. If cost factors are prohibitive, select only one teacher from each grade level for intensive re-training. This teacher can return to the school as a teacher-trainer or grade-level-leader to assist others with the implementation of career education. Training of teachers may follow several patterns. Check to be sure your teachers will receive practical and realistic techniques and materials that are classroom ready and appropriate for your community.

Involve the Total Community

Career education, to be successful, must utilize the entire community. Selected community, industrial, and business leaders should be involved from the early planning stages. Vocational education personnel can assist by naming local leaders with intensive interests in the practical needs of students. Parents and students should be included on planning, steering, and advisory committees. Do not overlook a cross section of the community; include minority groups, civic organizations, and the informal power structure. Include all of

these at the appropriate time to review your management model. Secure commitments and assign responsible citizens to selected tasks. This involvement will bring about responsibility, purpose, and the total local support needed for successful innovative change.

Built-In Evaluation Procedures

Step-by-step evaluation procedures should be built into each phase of the management model. Some models indicate a three man evaluation team appointed by the school superintendent responsible for both formal and "spot" evaluation visits to career components in operation and teacher training workshops. Additional feed back is necessary from the business community, parents, minority groups, and most importantly students. Students should be included at all levels, from school board decisions to job placement services. The utilization of third party teams for evaluation is questionable due to cost and the real need for a locally designed and operated series of activities. Regardless of the evaluation procedure used, it needs to be well planned and scheduled in the total calendar. When problems or weaknesses are identified, steps must be taken to move with meaningful alternatives.

Summary

Americans have been noted for trying new things because they didn't know they wouldn't work. But the whole interlocking sequence of American Progress and invention was based on a willingness to try the new and discard the old. This same approach may be used in the 1970's to move career education in America.

Programs and components of career education do not just happen. They are well planned and carried out with purpose. Long range program objectives must be compatible with short term individual career objectives of students. Components such as career awareness, occupational skill training, guidance, and job placement must provide for individual differences.

As your school system looks to the possibilities and potential of career education, get the true facts, review the budget carefully, select a dynamic leader, design an administrative guide, prepare for teacher training, involve the community, and make evaluation a working part of the total education plan.

EDUCATIONAL GOALS FOR WEST VIRGINIA

PRIORITY LEVEL I:

Each individual shall--

acquire mastery of the skills needed for reading, writing, speaking, perceiving and using numbers.

PRIORITY LEVEL II:

Each individual shall--

develop and maintain the ability to form ideas, to seek out answers, to reason, and shall have a positive attitude toward learning;

acquire the skills, understanding, and appreciation necessary for relating to and working with other people;

acquire knowledge and understanding of society's social, economic, and political systems, and shall acquire an understanding of personal relationship to them;

acquire the skills, knowledge, and understanding necessary for leading a healthy and safe life;

select and prepare for a job appropriate to personal needs and abilities and the changing needs of society;

acquire a sense of self-respect through an understanding and appreciation of his/her abilities, needs, interests, goals, and worth;

acquire the knowledge, habits, and attitudes of a responsible citizen.

PRIORITY LEVEL III:

Each individual shall--

acquire the ability to develop basic values and ethical principles and apply them to life;

improve his/her capacity to respond to the needs and responsibilities which occur in daily living;

gain the capacity to respond successfully to a changing world;

gain knowledge and appreciation of how people grow and develop within the context of family and community life;

acquire knowledge and appreciation of the environment and recognize personal responsibility for its quality.

PRIORITY LEVEL IV:

Each individual shall--

develop creative talents;

develop interests and skills in leisure activities.

N A S A

DECISION BY CONSENSUS

By Jay Hall

INSTRUCTIONS: This is an exercise in group decision making. Your group is to employ the method of Group Consensus in reaching its decision. This means that the prediction for each of the 15 survival items must be agreed upon by each group member before it becomes a part of the group decision. Consensus is difficult to reach. Therefore, not every ranking will meet with everyone's complete approval. Try, as a group, to make each ranking one with which all group members can at least partially agree. Here are some guides to use in reaching consensus.

1. Avoid arguing for your own individual judgments. Approach the task of the basis of logic.

2. Avoid changing your mind only in order to reach agreement and avoid conflict. Support only solutions with which you are able to agree somewhat, at least.

3. Avoid "conflict-reducing" techniques such as majority vote, averaging or trading in reaching decisions.

4. View differences of opinion as helpful rather than as a hinurance in decision-making.

On the "Group Summary Sheet" place the individual rankings made earlier by each group member. Take as much time as you need in reaching your group decision.

Name _____

Group _____

LOST ON MOON EXERCISE

DECISION FORM

By Jay Hall

INSTRUCTIONS: You are in a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot some 200 miles from the rendezvous point. During re-entry and landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200 mile trip. Below are listed the 15 items left intact and undamaged after landing. Your task is to rank order them in terms of their importance in allowing your crew to reach the rendezvous point. Place the number 1 by the most important, and so on through number 15 the least important.

_____ Box of matches

_____ Food concentrate

_____ 50 feet of nylon rope

_____ Parachute silk

_____ Portable heating unit

_____ Two .45 calibre pistols

_____ One case dehydrated Pet milk

_____ Two 100 lb. tanks of oxygen

_____ Stellar map (of moon's constellation)

_____ Life raft

_____ Magnetic compass

_____ 5 gallons of water

_____ Signal flares

_____ First aid kit containing injection needles

_____ Solar-powered FM receiver-transmitter

GAME -- Ice Breaker - Work Values

1. Hand-out - 3 blank cards to each person.
2. Write one work value on each card.
3. Divide into groups of 4.
4. Discard 2 (one at a time) of your values - giving reasons why you would be willing to give up these values.
5. Have each person tell why they kept the one value remaining.

PROFESSOR'S PERFORMANCE RATING SCALE

Name of Professor _____ Class _____

PERFORMANCE FACTORS	Far exceeds job requirements	Exceeds job requirements	Meets job requirements	Needs some improvement	Does not meet minimum requirements
QUALITY	Leaps tall buildings with a single bound	Must take a running start to leap over tall buildings	Can only leap over a short building, or medium with no spires	Crashes into buildings when attempting to jump over them	Cannot recognize buildings at all, let alone jump
TIMELINESS	Is faster than a speeding bullet	Is as fast as a speeding bullet	Not quite as fast as a speeding bullet	Would you believe a slow bullet?	Wounds itself with bullets when attempting to shoot gun
INITIATIVE	Is stronger than a locomotive	Is stronger than a bull elephant	Is stronger than a bull	Shoots the bull	Smells like a bull
ADAPTABILITY	Walks on water consistently	Walks on water in emergencies	Washes with water	Drinks water	Passes water in emergencies
COMMUNICATION	Talks with God	Talks with the angels	Talks to himself	Argues with himself	Loses those arguments

72

H-15

DOODLE SHEET

TECHNIQUES TO EFFECTIVELY COMMUNICATE THE CAREER EDUCATION CONCEPT

Discussions on
Decision Making

How You Act!

All Grades
(K-12 Adult)

Advisory Committees

Parents

Presenting a Comprehensive Model

Audio-Visual
Presentation

Gifted Students

Counselors

Academic/Vocational

Principals

School Board Members

Formal Presentation

What You Say!

Teachers

Steering Groups

H-16.1

74

75

DOODLE SHEET

CAREER EDUCATION

INTERLOCKING

JOB PLACEMENT CENTERS

FUSING

INDIVIDUALIZED INSTRUCTION

REAL WORLD

VOCATIONAL EDUCATION

SELF UNDERSTANDING

MINI PRE-VOCATIONAL

DROPOUTS

INTERDISCIPLINARY

CAREER AWARENESS

GROUPING

SUMMARY RESEARCH INFORMATION ON CAREER EDUCATION*

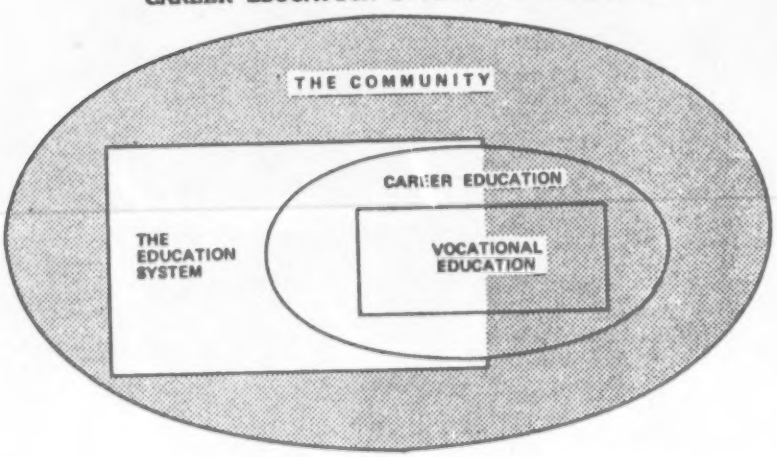
Source of Data	Number in Sample**				TEST INSTRUMENT	Method of Analysis	Results of Analysis		
	CEG	CG	NCG	OSG					
Students in grades 1-6	214	205			California Language Achievement Test (LA) devised by Ernest W. Tiegs and Willis W. Clark California Mathematics Achievement Test (MA) devised by Ernest W. Tiegs and Willis W. Clark Occupational Awareness Test (OA) devised by Thomas E. Woodall, Billy J. Burton, Daryle G. Elkins and Herbert B. Holstein	Analysis of Covariance and Percentage Difference On Adjusted Posttest Means	All F ratios significant at the 0.01 level LA:F=7.32 MA:F=14.30 OA:F=14.84	adjusted posttest means CEG % > CG LA: 11% MA: 24% OA: 18%	
Students in grades 7-8	80	79			Career Maturity Inventory (CMI) Attitude Test (AT) devised by John O. Crites	Analysis of Convariance	Both F ratios were non significant AT: F=4.74 CT: F=2.27		
Students in grades 9-10	65	68			Career Maturity Inventory (CMI) Competence Test (CT) devised by John O. Crites		Both F ratios significant at the 0.05 level AT: F=4.81 CT: F=15.10		
Students in grades 4-8	522	340		346	Career Education Scale-Student devised by Joseph G. Freund	Degree of implementation of career education activities	CEG 64%	CG 41%	OSG 57%
Parents of students in grades 1-12			794		Parent Opinion Survey devised by LeVene A. Olson	Percentage Favorable	74% of questions answered in affirmative		
Teachers of students in grades 1-12			78		Teacher Opinion Survey devised by LeVene A. Olson	Percentage Favorable	89% of questions answered in affirmative		
Business and Industrial Personnel			30		Business and Industrial Opinion Survey devised by LeVene A. Olson	Percentage Favorable	89% of questions answered in affirmative		

* LeVene A. Olson, A Study of Elementary and Secondary Career Education in Lincoln County (Huntington, West Virginia: Marshall University, January, 1974), pp. 5-20.)

** Sample Groups: CEG-Career Education Group, CG-Control Group, NCG-Non Comparison Group, and OSG-Out of State Career Education Group.

FIGURE 1

CAREER EDUCATION'S PLACE IN EDUCATION



T-2
and
H-7

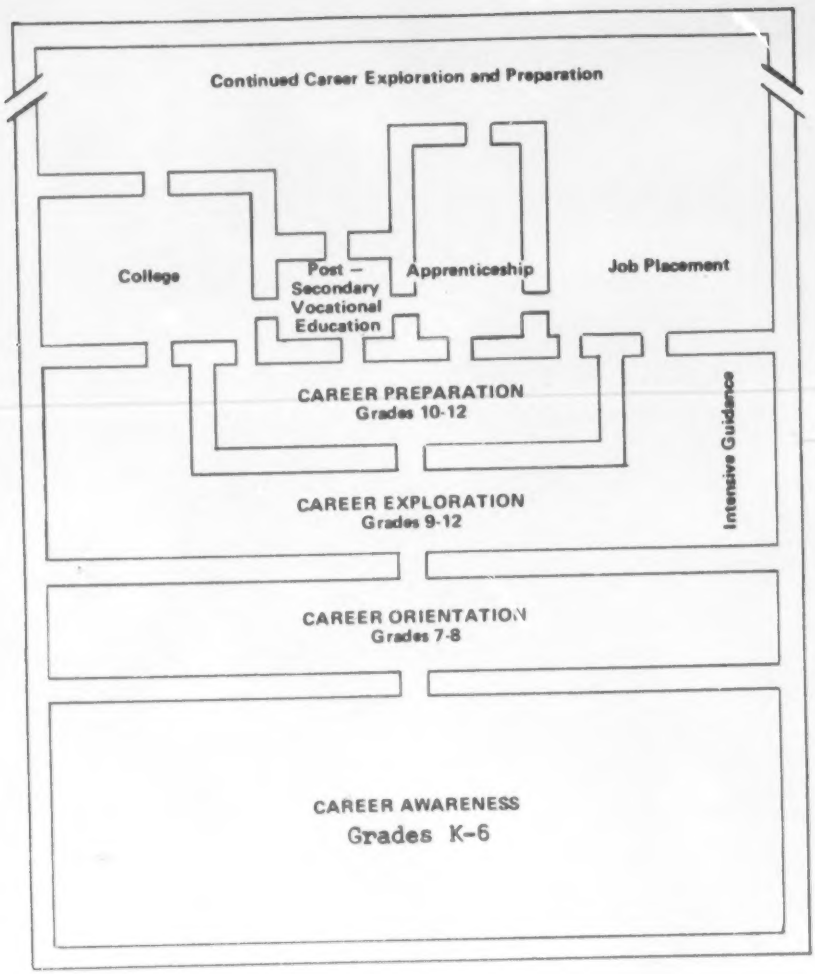


Figure 1. Career Education Components.
For Grades K-14 in Lincoln County,
West Virginia

ANALYSIS OF LINCOLN COUNTY STUDY

Source of Data	Results of Analysis		
Students in grades 1-6	All F ratios significant at the 0.01 level LA:F=7.32 MA:F=14.30 OA:F=14.84	adjusted posttest means CEG X > CG LA: 11% MA: 24% OA: 18%	
Students in grades 7-8	Both F ratios were non significant AT: F=4.74 CT: F=2.27		
Students in grades 9-10	Both F ratios significant at the 0.05 level AT: F=4.81 CT: F=15.10		
Students in grades 4-8	CEG 64%	CG 41%	OSG 57%
Parents of students in grades 1-12	74% of questions answered in affirmative		
Teachers of students in grades 1-12	89% of questions answered in affirmative		
Business and Industrial Personnel	89% of questions answered in affirmative		